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ABSTRACT

This guide is designed for use in developing and implementing a competency-based program in practical nursing, especially in Virginia. It is organized in three main sections. Section 1 contains descriptions of the program and courses and a master task list. Sample teaching sequences, illustrating two possible sequences of teaching the tasks in the task analyses, are included. The section concludes with a comprehensive content outline. Section 2 contains an analysis of each task. A performance objective, criterion-referenced measure, suggested enabling objectives, and a list of resources accompany each task. Tasks are arranged by worker duty area, and the sample teaching sequences found in section 1 may be used as a guide for developing a teaching order of the tasks. Section 3 contains a bibliography listing 85 references, and a list of names and addresses of 28 audiovisual producers and suppliers. (KC)

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Practical Nursing Task Analyses

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PRACTICAL NURSING

TASK ANALYSES

Developed by

The Virginia Vocational Curriculum and Resource Center

in cooperation with

Health Occupations Education
Virginia Department of Education

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1994

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LICENSED PRACTICAL NURSING
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INTRODUCTION

This guide is designed for use in developing and implementing a competency-based program in Practical Nursing. The document is organized in three major sections.

Section 1 contains material related to the program. In addition to descriptions of the program and courses, a master task list is provided. Sample teaching sequences, illustrating two possible sequences of teaching the tasks in the task analyses are included. The section concludes with a comprehensive content outline.

Section 2 contains an analysis of each task. A performance objective, criterion-referenced measure, suggested enabling objectives, and a list of resources accompany each task. Tasks are arranged by worker duty area only, and the sample teaching sequences found in Section 1 may be used as a guide for developing a teaching order of the tasks.

Section 3 contains a bibliography of all the references used in this document. A list of the names and addresses of audiovisual producers and suppliers is included.

SECTION 1

PROGRAM AND COURSE INFORMATION

8

INTRODUCTION

This section contains information about the Practical Nursing programs and courses. Although program length may vary, all Practical Nursing programs contain a clinical component. This section also includes a master task list of all competencies described in Section 2. Following the master task list are two sample teaching sequences. Teachers are encouraged to adapt the sequences to best serve the students in their localities. The section concludes with a content outline.

PROGRAM DESCRIPTION

The Practical Nursing program prepares students with the skills and knowledge to become Licensed Practical Nurses. Upon successful completion of the program, students qualify to take the National Council Licensing Examination for Practical Nurses (NCLEX-PN).

Two types of Practical Nursing programs are offered.

1. The high school extended program is open to high school seniors and adults.
2. The adult program is a one-year, post-high school program offered on a full-day basis.

Practical Nursing programs must meet certain regulations as prescribed by the Virginia Department of Education, the Virginia Board of Nursing, and the Local Education Authority. The student organization, Health Occupations Students of America (HOSA), serves a co-curricula function in which students are provided excellent opportunities to reinforce and enhance basic skills and develop leadership skills.

CIP Code:	17.0605
Suggested Grade Level:	12, 13 (Adult)
Prerequisites:	None - Introduction to Health Occupations is strongly recommended.
Approved Courses:	Practical Nursing I (8357) Practical Nursing II (8358)
Related Postsecondary Programs:	Registered Nurse Family Nurse Practitioner

COURSE DESCRIPTIONS

Practical Nursing I 8357 (36 weeks)

Grade Level: 12 (suggested)

Prerequisites: None--Introduction to Health Occupations is strongly recommended.

Practical Nursing I is an occupational preparation course offered at the twelfth-grade level. Students learn nursing care of patients of all ages, in various stages of sickness or wellness, and with a variety of disease conditions. Emphasis is given to human anatomy, body function, communications, introduction to fundamental nursing skills, nutrition, drug therapy, and elementary medical-surgical nursing.

Practical Nursing II 8358 (36 weeks)

Grade Level: Adult, 13

Prerequisites: Practical Nursing I

Practical Nursing II is an all day, 36-week occupational preparation course offered to Practical Nursing I completers only. Classroom and clinical training are given in approved hospitals, licensed nursing homes, or home care settings under the direction of a nurse educator. Emphasis is given to administration of medicines, advanced and complex patient care, and practice with patients of all ages. In addition, students learn advanced anatomy, physiology, and human behavior as related to health and disease, including mental illness. Upon successful completion of the total program, the student will qualify to take the practical nurse licensing examination.

PRACTICAL NURSING MASTER TASK LIST

1. INTRODUCING NURSING

1.1 Describe the role of the practical nursing student.

1.2 Participate in HOSA activities.

1.3 Relate personal aptitudes and interests to the concept of nursing.

1.4 Identify significant historical factors in the evolution of nursing care.

1.5 Describe the differences found among the methods of providing nursing care.

1.6 Describe the roles of health care team members.

1.7 Describe the cultural and psycho-social aspects of health care in a changing society.

2. COMMUNICATING EFFECTIVELY

2.1 Explain principles of effective verbal and nonverbal communication.

2.2 Apply principles of communication in establishing therapeutic relationships.

2.3 Report information relating to the client.

2.4 Perform documentation.

2.5 Demonstrate techniques of client education.

3. USING THE NURSING PROCESS

3.1 Describe the five phases of the nursing process.

3.2 Explain the relationship of the nursing process to nursing practice.

3.3 Implement a plan of care using the nursing process.

4. IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES

4.1 Explain legalities governing nursing practice.

4.2 Explain the concept of ethics as related to nursing practice.

4.3 Explain nursing standards of care.

4.4 Describe the influence of various agencies on the delivery of health care.

4.5 Describe organizations that promote the development of nursing.

4.6 Examine career opportunities and responsibilities.

5. DESCRIBING ANATOMY AND PHYSIOLOGY

5.1 Identify chemical components, anatomical structures, and body cavities.

5.2 Identify structures and functions of the muscular and skeletal systems.

5.3 Identify structures and functions of the circulatory system.

5.4 Identify structures and functions of the respiratory system.

5.5 Identify structures and functions of the gastrointestinal system.

5.6 Identify structures and functions of the endocrine system.

5.7 Identify structures and functions of the reproductive system.

5.8 Identify structures and functions of the urinary system.

5.9 Identify structures and functions of the integumentary system.

5.10 Identify structures and functions of the nervous system.

5.11 Identify structures and functions of the sensory systems.

6. PERFORMING NURSING SKILLS

6.1 Maintain a safe and controlled environment.

6.2 Identify safety precautions and procedures.

6.3 Demonstrate medical asepsis.

6.4 Demonstrate surgical aseptic techniques.

6.5 Implement admission, transfer, and discharge procedures.

6.6 Perform procedures related to personal hygiene.

6.7 Provide nourishment.

6.8 Perform basic assessment procedures.

6.9 Perform procedures related to the muscular and skeletal systems.

6.10 Perform procedures related to the circulatory system.

6.11 Perform procedures related to the respiratory system.

6.12 Perform procedures related to the gastrointestinal system.

6.13 Perform procedures related to the endocrine system.

6.14 Perform procedures related to the reproductive system.

6.15 Perform procedures related to the urinary system.

6.16 Perform procedures related to the integumentary system.

6.17 Perform procedures related to neuro-sensory systems.

6.18 Perform procedures related to wound care.

6.19 Perform procedures related to pain management.

6.20 Perform procedures related to first aid and emergency care.

7. EXPLORING CONCEPTS OF NUTRITION

7.1 Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.

7.2 Identify nutrients essential for optimal health and wellness.

7.3 Describe the digestion and metabolism of food.

7.4 Describe dietary guidelines recommended for health promotion.

7.5 Identify principles of food management and safety.

7.6 Explain basic dietary management techniques.

8. ADMINISTERING MEDICATIONS

8.1 Identify general principles of pharmacology.

8.2 Identify principles of drug action.

8.3 Calculate doses of medications.

8.4 Explain the principles of medication administration.

8.5 Administer medications.

8.6 Identify characteristics of major drugs.

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

9.1 Identify principles of wellness.

9.2 Explain physiological aspects of the illness and disease process.

9.3 Identify signs and symptoms of diseases and disorders.

9.4 Identify common diagnosis procedures.

9.5 Identify common treatment modalities.

9.6 Apply the nursing process to the surgical client.

9.7 Apply the nursing process to a client with neoplastic disease.

9.8 Apply the nursing process to a client with Acquired Immunodeficiency Syndrome.

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

10.1 Apply the nursing process for a client with a disorder of the muscular and skeletal systems.

10.2 Apply the nursing process for a client with a disorder of the circulatory system.

10.3 Apply the nursing process for a client with a disorder of the respiratory system.

10.4 Apply the nursing process for a client with a disorder of the gastrointestinal system.

10.5 Apply the nursing process for a client with a disorder of the endocrine system.

10.6 Apply the nursing process for a client with a disorder of the reproductive system.

10.7 Apply the nursing process for a client with a disorder of the urinary system.

10.8 Apply the nursing process for a client with disorders of the integumentary system.

10.9 Apply the nursing process for a client with a disorder of the nervous system.

10.10 Apply the nursing process for a client with disorders of the neuro-sensory system.

10.11 Apply the nursing process for a client with a disorder of the hematologic or lymphatic system.

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

11.1 Describe the normal physiological changes of aging.

11.2 Identify the cultural and psycho-social aspects of aging.

11.3 Describe the common pathological changes of aging.

11.4 Develop nursing care plan for the geriatric client.

11.5 Perform procedures related to the care of the geriatric client.

11.6 Identify community resources and services available to the geriatric client.

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

12.1 Describe the normal course of pregnancy and the purpose of prenatal care.

12.2 Identify problems that may occur during pregnancy.

12.3 Describe fetal development.

12.4 Identify the signs and stages of labor.

12.5 Describe fetal presentation and positions.

12.6 Describe the normal physiological and emotional changes during puerperium.

12.7 Describe common problems occurring in the puerperium, including symptoms, treatment, and prevention.

12.8 Describe care of the newborn.

12.9 Differentiate between the appearance of a normal newborn and a premature newborn.

12.10 Identify common congenital anomalies.

13. PROVIDING NURSING CARE FOR CHILDREN

13.1 Identify changing concepts in pediatric health care.

13.2 Perform age-specific procedures related to the pediatric client.

13.3 Identify pediatric nutritional concepts, principles, and feeding practices.

13.4 Describe age-appropriate anticipatory guidance.

13.5 Describe healthy parenting behavior for each age group.

13.6 Apply the nursing process in the care of the pediatric client and the family.

13.7 Identify management techniques for common ambulatory health and developmental problems.

13.8 Identify principles of care for the pediatric client.

13.9 Identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.

13.10 Describe concepts associated with care of the dying child.

14. UNDERSTANDING GROWTH AND DEVELOPMENT

14.1 Identify historical influences on growth and development.

14.2 Examine principles of growth and development.

14.3 Summarize theories of growth and development.

14.4 Determine the influences of heredity and environment on growth and development.

14.5 Identify characteristics of the newborn.

14.6 Explain growth and development of the infant.

14.7 Explain growth and development of the toddler.

14.8 Explain growth and development of the preschooler (3-5).

14.9 Explain growth and development of the school-aged child (6-12).

14.10 Explain growth and development of the adolescent (13-18).

14.11 Explain growth and development of the young adult (18-40).

14.12 Explain growth and development of the middle adult (40-65).

14.13 Explain growth and development of the older adult (65 and older).

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

15.1 Describe trends in the area of mental health.

15.2 Describe legal aspects of psychiatric care.

15.3 Explain concepts of normal personality development.

15.4 Identify behavioral responses to stress.

15.5 Apply psychotherapeutic interpersonal techniques.

15.6 Apply the nursing process in caring for a client with psychiatric disorder.

15.7 Identify current treatment modalities for psychopathologies.

16. EXPLORING CONCEPTS OF DEATH AND DYING

16.1 Describe the stages of death and dying.

16.2 Identify the major fears of the dying client.

16.3 Identify signs and symptoms of approaching death.

16.4 Describe the grieving process.

16.5 Identify the nurse's responsibilities associated with the death of a client.

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

17.1 Describe the nature of body fluids.

17.2 Identify the processes involved in fluid and electrolyte movement.

17.3 Explain the role of specific electrolytes in maintaining homeostasis.

17.4 Describe the major types of acid-base imbalances.

17.5 Maintain intravenous therapy.

17.6 Monitor intake and output.

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

18.1 Differentiate between management and leadership.

18.2 Identify major organizational frameworks for health care delivery.

18.3 Identify client care delivery systems.

18.5 Describe the elements of performance appraisal.

18.6 Utilize principles of staffing and scheduling.

18.7 Identify unit coordination responsibilities of the LPN in the nurse manager role.

PRACTICAL NURSING TEACHING SEQUENCES

The tasks in Section 2 are organized by worker duty area rather than the order in which they may be taught. The sequence in which tasks are taught is based on a number of factors; thus, any listing serves only as a suggested order and is subject to revision. Teachers are encouraged to review each duty area and develop a teaching sequence appropriate for the local program.

Two sample teaching sequences follow. Sample A illustrates a suggested sequence for an eighteen-month program. Sample B lists a sequence of tasks for a twelve-month program. Both sequences were developed by Practical Nursing instructors. They may be revised in any way to reflect local teaching conditions.

SAMPLE A
TEACHING SEQUENCE FOR AN EIGHTEEN-MONTH PRACTICAL NURSING PROGRAM

1.1 Describe the role of the practical nursing student.

1.2 Participate in HOSA activities.

1.3 Relate personal aptitudes and interests to the concept of nursing.

1.4 Identify significant historical factors in the evolution of nursing care.

1.5 Describe the differences found among the methods of providing nursing care.

1.6 Describe the roles of health care team members.

1.7 Describe the cultural and psycho-social aspects of health care in a changing society.

3.1 Describe the five phases of the nursing process.

3.2 Explain the relationship of the nursing process to nursing practice.

3.3 Implement a plan of care using the nursing process.

2.1 Explain principles of effective verbal and nonverbal communication.

2.2 Apply principles of communication in establishing therapeutic relationships.

2.3 Report information relating to the client.

2.4 Perform documentation.

2.5 Demonstrate techniques of client education.

4.1 Explain legalities governing nursing practice.

4.2 Explain the concept of ethics as related to nursing practice.

4.3 Explain nursing standards of care.

4.4 Describe the influence of various agencies on the delivery of health care.

4.5 Describe organizations that promote the development of nursing.

4.6 Examine career opportunities and responsibilities.

5.1 Identify chemical components, anatomical structures, and body cavities.

5.2 Identify structures and functions of the muscular and skeletal systems.

5.3 Identify structures and functions of the circulatory system.

5.4 Identify structures and functions of the respiratory system.

5.5 Identify structures and functions of the gastrointestinal system.

5.6 Identify structures and functions of the endocrine system.

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5.8 Identify structures and functions of the urinary system.

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7.2 Identify nutrients essential for optimal health and wellness.

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7.4 Describe dietary guidelines recommended for health promotion.

7.5 Identify principles of food management and safety.

7.6 Explain basic dietary management techniques.

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6.2 Identify safety precautions and procedures.

6.3 Demonstrate medical asepsis.

6.4 Demonstrate surgical aseptic techniques.

6.5 Implement admission, transfer, and discharge procedures.

6.6 Perform procedures related to personal hygiene.

6.7 Provide nourishment.

6.8 Perform basic assessment procedures.

6.9 Perform procedures related to the muscular and skeletal systems.

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10.6 Apply the nursing process for a client with a disorder of the reproductive system.

10.7 Apply the nursing process for a client with a disorder of the urinary system.

10.8 Apply the nursing process for a client with a disorder of the integumentary system.

10.9 Apply the nursing process for a client with a disorder of the nervous system.

10.10 Apply the nursing process for a client with disorders of the neuro-sensory system.

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11.2 Identify the cultural and psycho-social aspects of aging.

11.3 Describe the common pathological changes of aging.

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11.5 Perform procedures related to the care of the geriatric client.

11.6 Identify community resources and services available to the geriatric client.

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15.2 Describe legal aspects of psychiatric care.

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15.4 Identify behavioral responses to stress.

15.5 Apply psychotherapeutic interpersonal techniques.

15.6 Apply the nursing process in caring for a client with psychiatric disorder.

15.7 Identify current treatment modalities for psychopathologies.

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13.3 Identify pediatric nutritional concepts, principles, and feeding practices.

13.4 Describe age-appropriate anticipatory guidance.

13.5 Describe healthy parenting behavior for each age group.

13.6 Apply the nursing process in the care of the pediatric client and the family.

13.7 Identify management techniques for common ambulatory health and developmental problems.

13.8 Identify principles of care for the pediatric client.

13.9 Identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.

13.10 Describe concepts associated with care of the dying child.

18.1 Differentiate between management and leadership.

18.2 Identify major organizational frameworks for health care delivery.

18.3 Identify client care delivery systems.

18.4 Explain important concepts in leadership and management in delivery of client care.

18.5 Describe the elements of performance appraisal.

18.6 Utilize principles of staffing and scheduling.

18.7 Identify unit coordination responsibilities of the LPN in the nurse manager role.

SAMPLE B
TEACHING SEQUENCE FOR A TWELVE-MONTH PRACTICAL NURSING PROGRAM

1.3 Relate personal aptitudes and interests to the concept of nursing.

1.4 Identify significant historical factors in the evolution of nursing care.

1.1 Describe the role of the practical nursing student.

1.2 Participate in HOSA activities.

1.5 Describe the differences found among the methods of providing nursing care.

1.6 Describe the roles of health care team members.

1.7 Describe the cultural and psycho-social aspects of health care in a changing society.

2.1 Explain principles of effective verbal and nonverbal communication.

2.2 Apply principles of communication in establishing therapeutic relationships.

2.3 Report information relating to the client.

2.4 Perform documentation.

2.5 Demonstrate techniques of client education.

4.1 Explain legalities governing nursing practice.

4.2 Explain the concept of ethics as related to nursing practice.

4.3 Explain nursing standards of care.

4.4 Describe the influence of various agencies on the delivery of health care.

4.5 Describe organizations that promote the development of nursing.

4.6 Examine career opportunities and responsibilities.

6.1 Maintain a safe and controlled environment.

6.2 Identify safety precautions and procedures.

6.3 Demonstrate medical asepsis.

6.4 Demonstrate surgical aseptic techniques.

6.5 Implement admission, transfer, and discharge procedures.

6.6 Perform procedures related to personal hygiene.

6.7 Provide nourishment.

6.8 Perform basic assessment procedures.

6.9 Perform procedures related to the muscular and skeletal systems.

6.10 Perform procedures related the circulatory system.

6.11 Perform procedures related to the respiratory system.

6.12 Perform procedures related to the gastrointestinal system.

6.13 Perform procedures related to the endocrine system.

6.14 Perform procedures related to the reproductive system.

6.15 Perform procedures related to the urinary system.

6.16 Perform procedures related to the integumentary system.

6.17 Perform procedures related to neuro-sensory systems.

6.18 Perform procedures related to wound care.

6.19 Perform procedures related to pain management.

6.20 Perform procedures related to first aid and emergency care.

3.1 Describe the five phases of the nursing process.

3.2 Explain the relationship of the nursing process to nursing practice.

3.3 Implement a plan of care using the nursing process.

7.2 Identify nutrients essential for optimal health and wellness.

7.3 Describe the digestion and metabolism of food.

7.4 Describe dietary guidelines recommended for health promotion.

7.5 Identify principles of food management and safety.

7.6 Explain basic dietary management techniques.

7.1 Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.

5.1 Identify chemical components, anatomical structures, and body cavities.

5.2 Identify structures and functions of the muscular and skeletal systems.

5.3 Identify structures and functions of the circulatory system.

5.4 Identify structures and functions of the respiratory system.

5.5 Identify structures and functions of the gastrointestinal system.

5.6 Identify structures and functions of the endocrine system.

5.7 Identify structures and functions of the reproductive system.

5.8 Identify structures and functions of the urinary system.

5.9 Identify structures and functions of the integumentary system.

5.10 Identify structures and functions of the nervous system.

5.11 Identify structures and functions of the sensory systems.

17.1 Describe the nature of body fluids.

17.2 Identify the process involved in fluid and electrolyte movement.

17.3 Explain the role of specific electrolytes in maintaining homeostasis.

17.4 Describe the major types of acid-base imbalances.

12.1 Describe the normal course of pregnancy and the purpose of prenatal care.

12.2 Identify problems that may occur during pregnancy.

12.3 Describe fetal development.

12.4 Identify the signs and stages of labor.

12.5 Describe fetal presentation and positions.

12.6 Describe the normal physiological and emotional changes during puerperium.

12.7 Describe common problems occurring in the puerperium, including symptoms, treatment, and prevention.

12.8 Describe care of the newborn.

12.9 Differentiate between the appearance of a normal newborn and a premature newborn.

12.10 Identify common congenital anomalies.

13.1 Identify changing concepts in pediatric health care.

13.2 Perform age-specific procedures related to the pediatric client.

13.3 Identify pediatric nutritional concepts, principles, and feeding practices.

13.4 Describe age-appropriate anticipatory guidance.

13.5 Describe healthy parenting behavior for each age group.

13.6 Apply the nursing process in the care of the pediatric client and the family.

13.7 Identify management techniques for common ambulatory health and developmental problems.

13.9 Identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.

13.10 Describe concepts associated with care of the dying child.

14.1 Identify historical influences on growth and development.

14.2 Examine principles of growth and development.

14.3 Summarize theories of growth and development.

14.4 Determine the influences of heredity and environment on growth and development.

14.5 Identify characteristics of the newborn.

14.6 Explain growth and development of the infant.

14.7 Explain growth and development of the toddler.

14.8 Explain growth and development of the preschooler (3-5).

14.9 Explain growth and development of the school-aged child (6-12).

14.10 Explain growth and development of the adolesent (13-18).

14.11 Explain growth and development of the young adult (18-40).

14.12 Explain growth and development of the middle adult (40-65).

14.13 Explain growth and development of the older adult (65 and older).

9.1 Identify principles of wellness.

9.2 Explain physiological aspects of the illness and disease process.

9.3 Identify signs and symptoms of diseases and disorders.

9.4 Identify common diagnosis procedures.

9.5 Identify common treatment modalities.

9.6 Apply the nursing process to the surgical client.

9.7 Apply the nursing process to a client with neoplastic disease.

9.8 Apply the nursing process to a client with Acquired Immunodeficiency Syndrome.

10.1 Apply the nursing process for a client with a disorder of the muscular and skeletal systems.

10.2 Apply the nursing process for a client with a disorder of the circulatory system.

10.3 Apply the nursing process for a client with a disorder of the respiratory system.

10.4 Apply the nursing process for a client with a disorder of the gastrointestinal system.

10.5 Apply the nursing process for a client with a disorder of the endocrine system.

10.6 Apply the nursing process for a client with a disorder of the reproductive system.

10.7 Apply the nursing process for a client with a disorder of the urinary system.

10.8 Apply the nursing process for a client with disorders of the integumentary system.

10.9 Apply the nursing process for a client with disorders of the nervous system.

10.10 Apply the nursing process for a client with disorders of the neuro-sensory system.

10.11 Apply the nursing process for a client with a disorder of the hematologic or lymphatic system.

17.5 Maintain intravenous therapy.

17.6 Monitor intake and output.

11.1 Describe the normal physiological changes of aging.

11.2 Identify the cultural and psycho-social aspects of aging.

11.3 Describe the common pathological changes of aging.

11.4 Develop a nursing care plan for the geriatric client.

11.5 Perform procedures related to the care of the geriatric client.

11.6 Identify community resources and services available to the geriatric client.

16.1 Describe the stages of death and dying.

16.2 Identify the major fears of the dying client.

16.3 Identify signs and symptoms of approaching death.

16.4 Describe the grieving process.

16.5 Identify the nurse's responsibilities associated with the death of a client.

8.3 Calculate doses of medications.

8.4 Explain the principles of medication administration.

8.1 Identify general principles of pharmacology.

8.2 Identify principles of drug action.

8.6 Identify characteristics of major drugs.

8.5 Administer medications.

15.1 Describe trends in the area of mental health.

15.2 Describe legal aspects of psychiatric care.

15.3 Explain concepts of normal personality development.

15.4 Identify behavioral responses to stress.

15.5 Apply psychotherapeutic interpersonal techniques.

15.6 Apply the nursing process in caring for a client with psychiatric disorder.

15.7 Identify current treatment modalities for psychopathologies.

18.1 Differentiate between management and leadership.

18.2 Identify major organizational frameworks for health care delivery.

18.3 Identify client care delivery systems.

18.4 Explain important concepts in leadership and management in delivery of client care.

18.5 Describe the elements of performance appraisal.

18.6 Utilize principles of staffing and scheduling.

18.7 Identify unit coordination responsibilities of the LPN in the nurse manager role.

PRACTICAL NURSING CONTENT OUTLINE

The outline that follows is organized by duty areas. Each task is presented as a lettered item under the Roman numeral. Listed under each task are the enabling objectives. Please note that the enabling objectives presented here address the major teaching content for the task; they do not reflect a literal rendition of enablers listed on the framework pages in Section 2. For example, enabling objectives found on the framework pages devoted to terminology and review of previous work are not included in this outline. In cases where several enabling objectives address the same major topic, they are combined and shown here by the topic. Thus, the numbers in this outline do not necessarily reflect the number of enabling objectives listed on each framework page.

OUTLINE

I.	INTRODUCING NURSING	DUTY AREA 1
A.	Role of the Practical Nurse	Task 1.1

1. Policies, rules, and procedures
2. Enhancement of learning
3. Facilities
4. Classroom demeanor
5. Philosophy of practical nursing program
6. Grooming and dress code

B.	HOSA Activities	Task 1.2

1. Membership responsibilities and benefits
2. HOSA colors and symbols
3. Chapter structure
4. Competitive events
5. Parliamentary procedure
6. Fundraising activities
7. History

C.	Personal Aptitudes and Interests	Task 1.3

1. Definition of nursing
2. Maslow's theory of basic human needs
3. Nursing theorists
4. Relationship of personal aptitudes to concepts of nursing
5. Attributes of a nurse
6. Relationship of personal attitudes and behavior to nursing vocation

D.	Evolution of Health Care	Task 1.4

1. Time line
2. Nursing leaders
3. Delivery of nursing care
4. Future trends
5. Health care delivery
6. Professional literature

E. Methods of Providing Health Care Task 1.5

1. Acute, primary, and long-term care
2. Types of health care facilities
3. Health care delivery levels
4. Interaction among agencies
5. Alternative forms of health care delivery

F. Role of Health Care Team Members Task 1.6

1. Occupations represented in a health care team
2. Education and certification
3. Duties and responsibilities of members
4. Role of the practical nurse
5. Nursing care delivery methods

G. Cultural and Psycho-Social Aspects of Health Care Task 1.7

1. Biological factors that influence health
2. Spiritual health
3. Cultural factors
4. Concept of caring
5. Effect of changing family structure
6. Factors influencing access to health care
7. Communication factors

II. COMMUNICATING EFFECTIVELY DUTY AREA 2

A. Principles of Communication Task 2.1

1. Communication process
2. Factors that influence communication
3. Methods of verbal and nonverbal communication
4. Communication techniques
5. Communication blocks and barriers

B. Establishment of Therapeutic Relationships Task 2.2

1. Importance of therapeutic relationships
2. Interviewing techniques
3. Evaluation of communication process
4. Communication with the special needs client

C. Communication of Reports — Task 2.3

1. Medical terminology
2. Subjective and objective reporting
3. Application of nursing process in reporting
4. Line of authority

D. Documentation — Task 2.4

1. Ethical and legal issues
2. Form types
3. Terminology and abbreviations
4. Charting formats
5. Application of nursing process in documentation
6. Client confidentiality
7. Informed consent and advanced directives

E. Client Education — Task 2.5

1. Application of nursing process to determine knowledge
2. Involvement of family and others in education plan
3. Learning environment
4. Individualization of presentation
5. Teaching strategies
6. Evaluation
7. Resources

III. USING THE NURSING PROCESS — DUTY AREA 3

A. Phases of the Nursing Process — Task 3.1

1. Goal orientation
2. Assessment phase
3. Analysis phase
4. Planning phase
5. Implementation phase
6. Evaluation phase

B. Relationship of Nursing Process to Nursing Practice Task 3.2

1. Ways process meets standards
2. Quality Management report

C. Plan of Care Implementation Task 3.3

1. Development of plan
2. Subjective and objective data collection
3. Selection of nursing diagnosis
4. Prioritization of nursing diagnosis
5. Establishment of goals
6. Nursing interventions
7. Nursing actions/orders
8. Evaluation of goal achievement
9. Modification of plan

IV. IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES DUTY AREA 4

A. Legalities Governing Nursing Practice Task 4.1

1. Nurse Practice Act
2. Nurse licensure process
3. Virginia Board of Nursing
4. Patient's Bill of Rights
5. Good Samaritan Act
6. Legality of client's chart
7. Client care legal issues
8. Agency policy and procedure
9. Substance abuse

B. Ethical Issues Task 4.2

1. NFLPN code
2. NAPNES code
3. Ethical dilemmas
4. Individual value systems
5. Ethical issues and the role of the nurse
6. Ethical concerns

C. Nursing Standards of Care Task 4.3

1. ANA Standards of Care
2. JCAHO
3. Accountability
4. Quality Management and Utilization Review

D. Influences on Delivery of Health Care Task 4.4

1. Governmental organizations
2. Nongovernmental organizations
3. Financing of health care
4. Local agencies

E. Enhancement of Nursing Task 4.5

1. Promotion of nursing education
2. Methods of promoting nursing education
3. Scholarship sources
4. Professional organizations
5. Political decisions influencing nursing

F. Career Opportunities and Responsibilities Task 4.6

1. Resume
2. Letter of application
3. Interviewing skills
4. Resignation procedures
5. Employment benefits
6. Fiscal items
7. Licensure procedures
8. Criminal history investigation
9. Continuing education

V. DESCRIBING ANATOMY AND PHYSIOLOGY DUTY AREA 5

A. Chemical Components, Anatomical Structures, and Body Cavities Task 5.1

1. Chemical components
2. Body cavities
3. Cell structure and functions
4. Types of tissues
5. Types of membranes
6. Body systems
7. Organs in each system
8. Homeostasis

B. Muscular and Skeletal Systems — Task 5.2

1. Functions of skeletal system
2. Origin and composition of bones
3. Bone structure differences by age
4. Types of bones
5. Parts of bones
6. Divisions of the skeleton
7. Names and numbers of bones by division
8. Major bones
9. Cranial sinuses
10. Vertebral column
11. Male and female pelvis
12. Classifications of joints
13. Muscle attachments
14. Types of muscle tissue
15. Skeletal muscles
16. Muscle contractions

C. Structures and Functions of the Circulatory System — Task 5.3

1. Functions of blood
2. Characteristics of blood
3. Components of blood plasma
4. Origin and function of blood components
5. Normal range of blood components
6. Clotting process
7. Thrombus/embolus differences
8. Blood groups
9. Blood compatibility
10. Transfusable components of blood
11. Blood studies
12. Functions of circulatory system
13. Structures of the heart
14. Electrical conduction system
15. Cardiac cycle
16. Structure and function of blood vessels
17. Identification of arteries
18. Identification of veins
19. Blood circulation
20. Structures of lymphatic system
21. Circulation of lymphatic fluid
22. Function of lymphatic system
23. Functions of spleen

D. Structures and Functions of the Respiratory System — Task 5.4

1. Ventilation process
2. Internal/external respiration
3. Structure and function of organs
4. Alveoli function
5. Air pressures
6. Factors controlling breathing

E. Structures and Functions of the Gastrointestinal System — Task 5.5

1. Structure and function of accessory organs
2. System ducts
3. Location of peritoneum, mesentery, and greater and lesser omentum
4. Phases of metabolism
5. Mechanical and chemical processes in food digestion
6. Absorption sites

F. Structures and Functions of the Endocrine System — Task 5.6

1. Endocrine/exocrine glands
2. Structure and function of endocrine glands
3. Hormone secretion and homeostatic action
4. Hormone hypo- and hyperactivity

G. Structure and Function of the Reproductive System — Task 5.7

1. Structures and functions of male and female reproductive systems
2. Male hormonal activity
3. Development and pathways of gametes
4. Menstrual cycle
5. Male/female secondary sex characteristics
6. Male/female climacteric phase changes

H. Structures and Functions of the Urinary System — Task 5.8

1. Structure of urinary system
2. Functions of urinary system
3. Urine formation and flow
4. Urine constituents
5. Lab values of urine components
6. Metabolic waste excretion

I. Structures and Functions of Integumentary System Task 5.9

1. Functions of skin
2. Layers of skin
3. Parts of skin and specialized structures
4. Purpose of hair and nails
5. Maintenance of skin integrity

J. Structures and Functions of the Nervous System Task 5.10

1. Functions of central, peripheral, and autonomic systems
2. Major divisions of nervous system
3. Structure and function of neuron
4. Peripheral nerve regeneration
5. Transmission of nerve impulses
6. Structure and functions of brain
7. Structure and function of spinal cord
8. Protection of central nervous system
9. Name and number of cranial nerves
10. Location and number of spinal nerves
11. Reflex arc
12. Divisions and functions of autonomic nervous system

K. Structures and Functions of Sensory Systems Task 5.11

1. Sensory systems components
2. Protective sensory mechanisms
3. Pathway of light
4. Pathway of sound

VI. PERFORMING NURSING PROCEDURES DUTY AREA 6

A. Maintenance of Safe and Controlled Environment Task 6.1

1. Client environments
2. Body mechanics
3. Injury factors
4. Application and maintenance of restraints
5. Noise, climate, and lighting control
6. Hospital bed operation
7. Bed making
8. Client sensitivity to odors
9. Client privacy
10. Home health safety issues
11. Client teaching

B. Safety Precautions and Procedures Task 6.2

1. Fire alarm procedures
2. Potential fire hazards
3. Disposal of hazardous and nonhazardous waste
4. Behavior during an emergency
5. Management of emergencies
6. Roles of personnel during emergencies
7. Types of fire extinguishers

C. Medical Asepsis Task 6.3

1. Principles of asepsis
2. Universal precautions
3. Microbiology
4. Infectious disease process
5. Transmission interference
6. Disease-specific precautions
7. Documentation

D. Surgical Asepsis Task 6.4

1. Principles of aseptic techniques
2. Sterile packaging
3. Sterile fields
4. Procedures for handling sterilized items
5. Procedures for breaking sterile technique
6. Medical/surgical asepsis differences

E. Admission, Transfer, and Discharge Procedures Task 6.5

1. Admission procedures
2. Transfer procedures
3. Discharge procedures

F. Personal Hygiene Procedures Task 6.6

1. Types of baths
2. Bathing procedures
3. Occupied bed making
4. Client dressing/undressing
5. Oral care

    6. Back rub and massage
    7. Facial shave
    8. Hair and nail care
    9. Inspection
    10. Documentation

G. Provision of Nourishment Task 6.7

    1. Client preparation
    2. Tray preparation
    3. Client feeding
    4. Feeding pumps
    5. Gavage feeding
    6. Special techniques
    7. Documentation

H. Basic Assessment Procedures Task 6.8

    1. Vital signs
    2. Measurements
    3. Urine tests
    4. Physical examination assistance
    5. Documentation

I. Muscular and Skeletal Systems Procedures Task 6.9

    1. Assessment
    2. Subjective response of client
    3. Diagnostic procedures
    4. Positioning, body alignment, and range-of-motion procedures
    5. Assistive devices
    6. Transfer procedures
    7. Frames use
    8. External/internal reduction devices
    9. Prosthetic devices
    10. Documentation

J. Circulatory System Procedures Task 6.10

    1. Assessment
    2. Subjective response of client
    3. Diagnostic procedures
    4. Anti-embolic stockings measurement and application
    5. Vascular checks

6. Emergency procedures for hemorrhaging
7. Homans' sign
8. CPR
9. Thermal treatments
10. Normal/abnormal heart patterns
11. Documentation

K. Respiratory System Procedures Task 6.11

1. Assessment
2. Subjective response of client
3. Diagnostic procedures
4. Vaporizer/humidifier
5. Breathing exercises
6. Oxygen administration and safety procedures
7. Heimlich maneuver
8. Tracheostomy care
9. Chest tubes maintenance
10. Chest percussion and postural drainage procedures
11. Naso-oro-pharyngeal suction procedures
12. Documentation

L. Gastrointestinal System Procedures Task 6.12

1. Assessment
2. Subjective response of client
3. Diagnostic procedures
4. Bowel elimination procedures
5. Decompression tubes
6. NG tube insertion/removal
7. Drainage systems
8. Enteral feedings administration
9. Gastric lavage
10. Documentation

M. Endocrine System Procedures Task 6.13

1. Assessment
2. Subjective response of client
3. Diagnostic procedures
4. Blood glucose level test
5. Internal insulin pump maintenance
6. Documentation

N. Reproductive System Procedures Task 6.14

1. Assessment
2. Subjective response of client
3. Diagnostic procedures
4. Draping procedures
5. Client breast/testicular examination teaching
6. Perineal cleansing procedures
7. Vaginal irrigation procedures
8. Documentation

O. Urinary System Procedures Task 6.15

1. Assessment
2. Subjective response of client
3. Diagnostic procedures
4. Monitoring of retention catheter
5. Urinary catheterization procedures
6. Collection of urine specimens
7. Urine straining procedures
8. Bedpan/urinal use
9. Kidney dialysis
10. Documentation

P. Integumentary System Procedures Task 6.16

1. Assessment
2. Subjective response of client
3. Procedures for obtaining cultures
4. Procedures for preventing pressure sores
5. Skin and cast care
6. Skin care for ostomy client
7. Decubitus care
8. Documentation

Q. Neuro-Sensory System Procedures Task 6.17

1. Assessment
2. Subjective response of client
3. Diagnostic procedures
4. Eye irrigation procedures
5. Ear irrigation procedures
6. Care of contact lenses, eyeglasses, and hearing aids
7. Documentation

R. Wound Care Procedures Task 6.18

1. Dressing removal and application
2. Assessment
3. Sterile field procedures
4. Sterile dressing application
5. Monitoring of wound drainage
6. Suture/staple removal procedures
7. Wound irrigation procedures
8. Documentation

S. Pain Management Procedures Task 6.19

1. Theories of pain
2. Pain response factors
3. Effects of pain
4. Assessment
5. Non-invasive pain relief methods
6. Analgesics administration procedures
7. Controlled analgesia administration procedures
8. Pain relief assessment
9. Documentation

T. First Aid/Emergency Care Procedures Task 6.20

1. Emergency Medical Services
2. Assessment
3. External bleeding control
4. First aid for choking
5. Signs and symptoms of shock
6. Fractures, sprains, strains, dislocations treatment procedures
7. Heat/cold exposure treatment procedures
8. Poisoning treatment procedures
9. Seizure treatment procedures
10. Burn treatment procedures
11. Triage procedures
12. Emergency care equipment inventory

VII. EXPLORING CONCEPTS OF NUTRITION DUTY AREA 7

A. Dietary Patterns Task 7.1

1. Food patterns of various groups
2. Influence of personal preference
3. Food fads
4. Psychological influences of food

B. Essential Nutrients Task 7.2

1. Purpose of food
2. Characteristics of nutritional status
3. Essential nutrients
4. Characteristics of carbohydrates
5. Characteristics of protein
6. Characteristics of fat
7. Characteristics of vitamins
8. Characteristics of minerals
9. Characteristics of water
10. Water and solutes promotion across membranes
11. Fluid balance control mechanisms

C. Food Digestion and Metabolism Task 7.3

1. Carbohydrate digestion, absorption, and metabolism
2. Protein digestion, absorption, and metabolism
3. Signs and symptoms of nitrogen balance/imbalance
4. Fat digestion, absorption, and metabolism
5. Basal metabolic need factors
6. Energy balance factors
7. Energy sources
8. Energy imbalance health problems
9. Krebs Cycle
10. Hormonal effects of carbohydrates, fats, and proteins

D. Health Promotion Dietary Guidelines Task 7.4

1. Origins of nutritional guidelines
2. Purpose of standards
3. Basic food groups and Food Guide Pyramid
4. Assessment of dietary intake
5. Diet evaluation
6. Improper nutrition risk factors
7. Government nutritional programs

E. Principles of Food Management and Safety Task 7.5

1. Food label interpretation
2. Food quality controls
3. Microorganisms related to food illness
4. Prevention of foodborne illness
5. Food fad and fallacies refutation

6. Application of nutritional principles to purchase of food
7. Purposes and hazards of food additives
8. Symptoms of food infection/poisoning
9. Principles of food preparation
10. Special menu food selection

F. Dietary Management Techniques Task 7.6

1. Standard agency diets
2. Diet adjustment related to specific conditions/disorders
3. Food selection for specific diets
4. Principles and purposes of nutritional supplements

VIII. ADMINISTERING MEDICATIONS DUTY AREA 8

A. Principles of pharmacology Task 8.1

1. Chemical, generic, and brand names
2. Drug reference books
3. Reference for legal standards
4. Laws and regulatory agencies
5. Drug classification control schedule
6. Nursing legal and ethical responsibilities
7. Drug sources
8. Drug forms

B. Principles of Drug Action Task 8.2

1. Therapeutic purposes
2. Drug absorption factors
3. Drug distribution factors
4. Drug metabolism and biotransformation factors
5. Drug excretion factors
6. Drug dosage determination factors
7. Drug dependency
8. Drug effects
9. Drug incompatibility

C. Dosage Calculations Task 8.3

1. Metric, apothecary, and household systems of measurement
2. Equivalent use
3. Measurement system conversion
4. Formula calculations
5. Pediatric calculations

D. Principles of Medication Administration — Task 8.4

1. Agency drug distribution systems
2. Drug order information
3. Medication order interpretation
4. Rights of medication administration
5. Methods of ensuring rights
6. Causes of medication errors
7. Procedures followed in case of error
8. Drug administration routes
9. Syringe types
10. Needle types and lengths
11. Rules for proper administration
12. Food interaction with selected drugs

E. Medication Administration — Task 8.5

1. Methods of administration
2. Medication order interpretation
3. Medication preparation
4. Parenteral injection preparation
5. Z-track technique purpose
6. Medication administration to the elderly
7. Assessment factors related to skin/ mucous membranes
8. Topical vasodilator application procedures
9 Eye drops/ointment instillation
10 Nose drops instillation
11. Ear drops instillation (adult)
12. Rectal/vaginal suppository insertion
13. Medicine glass interpretation
14. Procedures for pouring oral medications
15. Procedures for mixing medication in syringe
16. Injection preparation (vial/ampule)
17. Subcutaneous/intradermal injection sites
18. Injection administration
19. Sublingual/buccal medication administration
20. Topical medication administration
21. Inhalants administration
22. Insulin injection
23. Intravenous drip rates
24. Documentation

F. Characteristics of Major Drugs — Task 8.6

1. Actions/uses of major drug groups
2. Adverse reactions
3. Drug interactions
4. Teaching plan
5. Preparation of drug card

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IX. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

DUTY AREA 9

A. Principles of wellness

Task 9.1

1. Stress factors
2. Wellness lifestyles
3. Natural body defenses
4. Maintenance/improvement of body defenses

B. Physiological Aspects of Illness/Disease

Task 9.2

1. Disease classifications
2. Response of body to disease
3. Microorganism classifications

C. Signs and Symptoms of Diseases/Disorders

Task 9.3

1. Head-to-toe assessment
2. Assessment summary
3. Documentation

D. Diagnostic Procedures

Task 9.4

1. Components of client history
2. Correlation of history to diagnoses and treatment
3. Methods of performing physical examination
4. Correlation of physical examination to diagnoses and treatment
5. Laboratory tests
6. Imaging tests
7. Surgical procedures
8. Endoscopic procedures
9. Other diagnostic procedures (EKG, EMG, EEG)

E. Treatment Modalities

Task 9.5

1. Common treatment modalities
2. Nurse's role in treatment modalities

F. Surgical Client

Task 9.6

1. Fears/anxieties of client
2. Risk factors for client
3. Pre-op preparation

4. Same-day/out-patient client preparation
5. Intra-operative period
6. Types of anesthesia
7. Post-operative period
8. Post-operative complications

G. Neoplastic Disease Task 9.7

1. Conceptions and misconceptions related to cancer
2. Incidence and cure rate
3. Oncological nursing concepts
4. Diagnostic tests
5. Neoplastic pathology
6. Cancer etiology
7. Warning signals
8. Nursing interventions

H. Acquired Immunodeficiency Syndrome Task 9.8

1. Pathophysiology
2. Prevention of HIV infection
3. Nursing interventions
4. Nursing assessment
5. Diagnostic tests
6. Care plan
7. Nursing management
8. Nursing diagnoses
9. Pre- and post-operative care
10. Pharmacological agents
11. Dietary principles
12. Educational guidelines

X. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT DUTY AREA 10

A. Muscular and Skeletal Systems Task 10.1

1. Factors related to prevention of disorders
2. Hazards of immobility
3. Nursing assessment
4. Bone scan, wound culture, and other diagnostic tests
5. Operation of specialized equipment

6. Cast care, range-of-motion, and other skills
7. Pathophysiology of congenital deformities, traumatic injuries, low back pain, gout, osteoporosis, etc.
8. Nursing diagnoses
9. Plan of care
10. Pre- and post-operative care for total joint replacement, amputation, arthroplasty, and other surgical procedures
11. Pharmacological agents
12. Dietary principles
13. Implementation of care plan
14. Client education
15. Documentation
16. Evaluation of nursing management

B. Circulatory System Task 10.2

1. Factors related to prevention of disorders
2. Nursing assessment
3. Echocardiogram, blood studies, and other diagnostic tests
4. Application of TEDS and other antithrombotic devices
5. Blood pressure, Homan's sign, and other skills
6. Pathophysiology of hypertension, embolism, and other disorders
7. Nursing diagnoses
8. Plan of care
9. Pre- and post-operative care for coronary artery bypass, commissurotomy, and other surgical procedures
10. Pharmacological agents
11. Dietary principles
12. Implementation of care plan
13. Client education
14. Documentation
15. Evaluation of nursing management

C. Respiratory System Task 10.3

1. Factors related to prevention of disorders
2. Nursing assessment
3. Lung perfusion scan, radiologic studies, biopsy, and diagnostic tests
4. Procedures related to ventilators and oxygen delivery systems

5. Sputum collection, tracheostomy care, and other skills
6. Pathophysiology of epistaxis, pneumothorax, infectious and inflammatory disorders, etc.
7. Nursing diagnoses
8. Plan of care
9. Pre- and post-operative care for tonsillectomy, tracheostomy, and other surgical procedures
10. Pharmacological agents
11. Dietary principles
12. Implementation of care plan
13. Client education
14. Documentation
15. Evaluation of nursing management

D. Gastrointestinal System — Task 10.4

1. Factors related to prevention of disorders
2. Nursing assessment
3. Endoscopy, barium enema, nuclear imaging, and other diagnostic tests
4. Procedures related to NG tubes, collection of specimens, ausculation of bowel sounds, etc.
5. Ilestomy and colostomy care
6. Pathophysiology of malnutrition, hiatal hernia, peptic ulcer disease, cirrhosis of the liver, etc.
7. Nursing diagnoses
8. Plan of care
9. Pre- and post-operative care for colostomy, appendectomy, pyloroplasty, duodenostomy, and other procedures
10. Pharmacological agents
11. Dietary principles
12. Implementation of care plan
13. Client education
14. Documentation
15. Evaluation of nursing management

E. Endocrine System — Task 10.5

1. Factors related to prevention of disorders
2. Nursing assessment
3. Blood chemistry, urine testing, thyroid scan, and other diagnostic tests
4. Trousseau's sign and Chevostek's sign procedures

    5. Procedures related to blood glucose monitoring, subcutaneous injections, and other skills
    6. Pathophysiology of endemic goiter, hypothyroidism, acromegaly, Cushing's Syndrome, and other disorders
    7. Complications of acute and long term diabetes mellitus
    8. Nursing diagnoses
    9. Plan of care
    10. Pre- and post-operative care for thyroidectomy, adrenalectomy, and hypophysectomy
    11. Pharmacological agents
    12. Action of various insulins
    13. Dietary principles
    14. Implementation of care plan
    15. Documentation
    16. Evaluation of nursing management

F. Reproductive System — Task 10.6

    1. Factors related to prevention of disorders
    2. Nursing assessment
    3. Papanicolaou smear test, culdoscopy, Schiller's test, and other diagnostic procedures
    4. Perineal care, sitz baths, vaginal irrigation, and other procedures
    5. Procedures for obtaining cultures
    6. Pathophysiology of inflammatory disorders, sexually transmitted diseases, neoplasms, and other disorders
    7. Nursing diagnoses
    8. Pre- and post-operative care for hysterectomy, mastectomy, vasectomy, and other surgical procedures
    9. Pharmacological agents
    10. Dietary principles
    11. Implementation of care plan
    12. Client education
    13. Documentation
    14. Evaluation of nursing management

G. Urinary System — Task 10.7

    1. Factors related to prevention of disorders
    2. Nursing assessment

3. Urinalysis, specific gravity, cystoscopy, and other diagnostic tests
4. Procedures related to catheterization, intake and output measurements, etc.
5. Urine specimen collection procedures
6. Pathophysiology of urethritis, calculi, traumatic injuries, and other disorders
7. Nursing diagnoses
8. Plan of care
9. Pre- and post-operative procedures related to renal transplant, ileal conduit, and other surgical procedures
10. Pharmacological agents
11. Dietary principles
12. Implementation of plan of care
13. Client education
14. Documentation
15. Evaluation of nursing management

H. Integumentary System Task 10.8

1. Factors related to prevention of disorders
2. Nursing assessment
3. Allergy, culture, and sensitivity tests
4. Decubitus care
5. Wet and dry dressings
6. Pathophysiology of burns, fungal infections, infestations, viral infections, and other disorders
7. Nursing diagnoses
8. Plan of care
9. Pre- and post-operative care of skin grafts, cosmetic surgery, dermabrasion, and other surgical procedures
10. Pharmacological agents
11. Dietary principles
12. Implementation of care plan
13. Client education
14. Documentation
15. Evaluation of nursing management

I. Nervous System Task 10.9

1. Factors related to prevention of disorders
2. Nursing assessment
3. Computerized tomography, cisternal puncture, myelogram, lumbar puncture, and other diagnostic tests

4. Transfer techniques, enteral tube feedings, neural checks, and other skills
5. Pathophysiology of Guillain-Barre Syndrome, multiple sclerosis, myasthenia gravis, brain and spinal cord tumors, and other disorders
6. Nursing diagnoses
7. Plan of care
8. Pre- and post-operative care of craniotomy, carotid endarterectomy, laminectomy, and other surgical procedures
9. Pharmacological agents
10. Dietary principles
11. Implementation of care plan
12. Client education
13. Documentation
14. Evaluation of nursing management

J. Neuro-Sensory System — Task 10.10

1. Factors related to prevention of disorders
2. Nursing assessment
3. Ophthalmoscopy, radioactive uptake, tonometry, and audiometry diagnostic tests
4. Procedures related to irrigation of the eye and ear, administration of eyedrops and eardrops, and other skills
5. Pathophysiology of eye injuries, infectious and inflammatory disorders, otosclerosis, and other disorders
6. Special needs of clients with eye or ear disorders
7. Nursing diagnoses
8. Plan of care
9. Pre- and post-operative care of cataract surgery, scleral buckling, cryosurgery, and other surgical procedures
10. Pharmacological agents
11. Dietary principles
12. Implementation of care plan
13. Client education
14. Documentation
15. Evaluation of nursing management

K. Hematologic/Lymphatic System — Task 10.11

1. Factors related to prevention of disorders
2. Nursing assessment

3. Bone scan, lymphography, blood gas analysis, Schilling test, and other diagnostic tests
4. Procedures related to subcutaneous and intramuscular injections, testing for occult blood in stool, and other skills
5. Pathophysiology of red blood cell disorders, white blood cell disorders, infectious mononucleosis, and other disorders
6. Nursing diagnoses
7. Plan of care
8. Pre- and post-operative care of splenectomy, bone marrow collection, and other surgical procedures
9. Pharmacological agents
10. Dietary principles
11. Implementation of plan of care
12. Client education
13. Documentation
14. Evaluation of nursing management

XI. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT — DUTY AREA 11

A. Physiological Changes of Aging — Task 11.1

1. Changes in each body system
2. Communication techniques
3. Physical needs
4. Aging myths and facts

B. Psycho-Social and Cultural Aspects of Aging — Task 11.2

1. Client rights
2. Communication techniques
3. Cultural and psycho-social problems related to hearing, vision, and taste losses
4. Threats to self-esteem
5. Factors that affect the elderly

C. Pathological Changes of Aging — Task 11.3

1. Rheumatoid arthritis, glaucoma, and other disorders
2. Safety precautions
3. Bladder and bowel training
4. Changes in sleep patterns

D. Nursing Care Plan Task 11.4

1. Nursing assessment
2. Nursing interventions
3. Safety precautions
4. Plan of care
5. Physiological influences on nutrition

E. Care of the Elderly Client Task 11.5

1. Procedures related to care of the client's personal belongings
2. Dressing and undressing
3. Foot care procedures
4. Medication factors
5. Fecal impaction
6. Homan's sign
7. Drug administration

F. Community Resources and Services Task 11.6

1. Identification of local resources
2. Care facilities
3. Rehabilitation resources
4. National organizations
5. Abuse concerns

XII. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS DUTY AREA 12

A. Normal Course of Pregnancy Task 12.1

1. Affect of pregnancy on each body system
2. Importance of prenatal care
3. Assessment of prenatal patient
4. Obstetrical nursing trends and issues
5. Factors affecting pregnancy
6. Nursing interventions
7. EDD calculation
8. Complications of pregnancy
9. Care plan
10. Factors affecting quality of medical care

B. Pregnancy complications and problems Task 12.2

1. Danger/warning signs
2. Symptoms, preventative measures, nursing interventions

3. Effects of complications
4. Causes of maternal mortality
5. Causes of hemorrhage
6. Types of abortions
7. Impact of RH factor
8. Prevention and treatment of RH incompatibility
9. Risk factors and symptoms of PIH
10. Types of placenta previa/placenta abruptio

C. Fetal Development

Task 12.3

1. Events of fetal development
2. Number of chromosomes
3. Fertilization and implantation
4. Determination of sex
5. Development of chorion and amnion
6. Functions of amniotic fluid
7. Functions of placenta
8. Physiological and environmental risk factors
9. Fetal and infant circulation
10. Monozygotic/dizygotic twins
11. Umbilical cord description and functions

D. Signs and Stages of Labor

Task 12.4

1. Stages of labor
2. Admission procedures for client in labor
3. Internal/external methods of assessing labor stage
4. Care plan
5. Emotional needs of mother and others
6. Pharmacological pain management
7. Types and purposes of episiotomies
8. Degrees of lacerations
9. Nursing assessment
10. Methods of inducing labor
11. Complications of labor
12. Parent-infant bonding

E. Fetal Presentation and Positions

Task 12.5

1. Birth process
2. Fetal monitoring
3. Indications for forceps use
4. Indications for caesarean section
5. Fetal presentation and position complications
6. Methods of evaluating fetal condition

F. Physiological and Emotional Changes during Puerperium Task 12.6

1. Nursing assessment and interventions during first postpartum hour
2. Body changes
3. Postpartum physical assessment
4. Types of lochia
5. Rate of involution
6. Comparison of colostrum and breast milk
7. Care plan
8. Principles of nursing care
9. Client education
10. Pharmacological management
11. Discharge danger signs
12. Methods of contraception

G. Signs, Symptoms, and Treatment of Problems Task 12.7

1. Postpartum hemorrhage
2. Puerperal infections
3. Postpartum complications
4. Postpartum psychosis

H. Care of the Newborn Task 12.8

1. Characteristics of normal newborn
2. Procedures performed immediately after birth
3. Initiation of respiration
4. Prevention of aspiration
5. Observations of newborn
6. Scrub gown, handwashing, and other procedures
7. Temperature regulation
8. Newborn reflexes
9. Gestational age assessment birth to one month
10. Presence of red blood cells
11. Care plan
12. Nutritional considerations
13. Elimination considerations

I. Differences between Premature and Normal Newborns — Task 12.9

1. System differences
2. Nursing process for premature newborn
3. Factors contributing to premature births
4. Conditions related to premature births
5. Nursing care plan for premature newborn
6. Factors related to parenting of the premature newborn

J. Congenital Anomalies — Task 12.10

1. Nursing assessment and intervention
2. Diagnosis and treatment of PKU
3. Process of RH incompatibility
4. Treatment methods of erythroblastosis fetalis
5. Care plan
6. Legal and ethical implications

XIII. PROVIDING NURSING CARE FOR CHILDREN — DUTY AREA 13

A. Concepts in Pediatric Health Care — Task 13.1

1. Historical developments
2. Concepts and attitudes toward pediatric care
3. Specialized health care facilities
4. Agencies and support groups
5. Programs and laws
6. Types of child abuse

B. Age-Specific Procedures — Task 13.2

1. Measurements
2. Monitoring of urine and bowel elimination
3. Procedures for collecting specimens
4. Hygiene procedures
5. Restraints
6. High humidity tent
7. Nasal suction
8. Orthopedic devices

C. Nutritional Concepts — Task 13.3

1. Nutritional principles
2. Feeding practices
3. Caloric and fluid requirements
4. Intake monitoring and recording

D. Age-Appropriate Anticipatory Guidance Task 13.4

1. Developmental characteristics affecting accidents
2. Methods of preventing accidents
3. Age group exploratory behaviors
4. Principles of anticipatory guidance
5. Positioning and carrying infants

E. Parenting Behavior Task 13.5

1. Parenting behavior for each age group
2. Identifying and reporting abuse

F. Application of Nursing Process Task 13.6

1. Assessment
2. Disease conditions specific to age groups
3. Diagnostic tests
4. Signs and symptoms of specific diseases
5. Preventative measures for specific diseases/ conditions

G. Management Techniques for Health and Developmental Problems Task 13.7

1. Preventative measures
2. Chronic disorders
3. Nursing interventions for developmental disorders
4. Special needs children

H. Principles of Care Task 13.8

1. Diagnostic studies
2. Nursing interventions
3. Medication calculation and administration
4. Fluid and electrolyte management
5. Specialized procedures

I. Ways to Foster Positive Adaptation Task 13.9

1. Responses of child to illness
2. Importance and supervision of play
3. Coping strategies
4. Problems confronting family
5. Age-related admission and discharge procedures

J. Concepts Associated with the Dying Child — Task 13.10

1. Concepts of death and dying
2. Nursing interventions
3. Concepts of the grieving process
4. Emotional responses of the caregiver

XIV. UNDERSTANDING GROWTH AND DEVELOPMENT — DUTY AREA 14

A. Historical Influences — Task 14.1

1. Major historical events
2. Governmental influences

B. Principles of Growth and Development — Task 14.2

1. Characteristics of growth and development
2. Life stages
3. Cognitive, affective, and psychomotor development
4. Patterns of growth and development
5. Adjustment periods

C. Theories of Growth and Development — Task 14.3

1. Piaget's theory of cognitive development
2. Kohlberg's theory of moral development
3. Freud's theory of personality development
4. Erickson's theory of psychosocial development
5. Sullivan's theory of personality development
6. Maslow's theory of basic needs
7. Learning theories
8. Research methods and ethical considerations

D. Influences of Heredity and Environment — Task 14.4

1. Genetic basis of growth and development
2. Prenatal environmental influences
3. Gender influences
4. Ethnic influences
5. Influence of ordinal position among siblings
6. Emotional environmental influences
7. Types of family influences
8. Community environmental influences

E. Characteristics of the Newborn — Task 14.5

1. Physical characteristics
2. APGAR Scoring System
3. Danger period
4. Prevention of infection
5. Home care of the neonate
6. Reflex differentiation
7. Emotional needs and responses of neonate
8. Nursing concerns

F. Growth and Development of the Infant — Task 14.6

1. Developmental characteristics
2. Nursing concerns related to wellness, safety, nutrition, and activity

G. Growth and Development of the Toddler — Task 14.7

1. Developmental characteristics
2. Nursing concerns related to wellness, safety, nutrition, and guidance

H. Growth and Development of the Preschooler — Task 14.8

1. Physical developmental characteristics
2. Developmental characteristics identified by Piaget, Erickson, Sullivan, and others
3. Nursing concerns related to immunizations, preparation, nutrition, and safety
4. Guidance techniques related to preschool discipline, and other issues

I. Growth and Development of the School-Aged Child — Task 14.9

1. Physical developmental characteristics
2. Theories of Piaget, Erickson, Freud, Khobert, and others
3. Developmental characteristics of the six-year old
4. Developmental characteristics of the seven-year old
5. Developmental characteristics of the eight- and nine-year old
6. Developmental characteristics of the ten-, eleven-, and twelve-year old
7. Nursing concerns related to wellness, safety, nutrition, and guidance

J. Growth and Development of the Adolescent Task 14.10

1. Physical developmental characteristics
2. Theories of adolescent development
3. Developmental characteristics of early, middle, and late adolescence
4. Nursing concerns related to wellness, safety, nutrition, and guidance

K. Growth and Development of the Young Adult Task 14.11

1. Characteristics of the 18-25 year old adult
2. Characteristics of the 25-40 year old adult
3. Relationship of body image to self concept
4. Life styles
5. Impact of social class, economics stability, and ethnic/racial variations
6. Nursing concerns related to safety, nutrition, wellness, family roles, and maladaptive behaviors
7. Health concerns

L. Growth and Development of the Middle Adult Task 14.12

1. Physical, mental, and social characteristics
2. Psycho-social impact of role transition
3. Health promotion
4. Stress index

M. Growth and Development of the Older Adult Task 14.13

1. Variables of aging
2. Theories of aging
3. Influences on aging
4. General characteristics
5. Major adjustment periods
6. Safety and security needs

XV. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER DUTY AREA 15

A. Trends in the Mental Health Field Task 15.1

1. Historical changes in care of mentally ill
2. Relationship of mental wellness to mental illness
3. Personal attitudes toward mental health

    4. Role of health professionals in the mental health-illness continuum
    5. Mental health facilities
    6. Community resources
    7. State and national resources

B. Legal Aspects of Psychiatric Care Task 15.2

    1. Legal rights of the mentally ill
    2. Voluntary and involuntary admissions
    3. Conditional and unconditional discharges
    4. Legal and ethical issues related to drug diversion
    5. Federal legislation

C. Concepts of Personality Development Task 15.3

    1. Interaction of heredity and environment
    2. Prominent theories and theorists
    3. Stages of personality development
    4. Tasks of personality development
    5. Levels of consciousness
    6. Structures of the personality

D. Behavioral Responses to Stress Task 15.4

    1. Concepts of stress
    2. Anxiety and fear comparison
    3. Etiology of anxiety
    4. Manifestations and nursing interactions related to selected responses to stress
    5. Stress management for the health care worker

E. Psychotherapeutic Interpersonal Techniques Task 15.5

    1. Principles of therapeutic intervention
    2. Phases of the nurse-client therapeutic relationship
    3. Interviewing techniques
    4. Therapeutic communication skills
    5. Evaluation of interaction

F. Application of the Nursing Process Task 15.6

    1. Adaptive, maladaptive, and psychotic behavior
    2. Classifications of psychiatric disorders

    3. Psychiatric pathologies
    4. Plan of care
    5. Maintenance of a safe environment

G. Treatment Modalities Task 15.7

    1. Benefits of group therapy
    2. Psychoanalytic and behavioral therapy concepts
    3. Pharmacologic agents
    4. Pyramidal side effects of anti-psychotic drugs
    5. Safety
    6. Family systems theory and wellness/illness
    7. Community resources

XVI. EXPLORING CONCEPTS OF DEATH AND DYING DUTY AREA 16

A. Stages of Death and Dying Task 16.1

    1. Kubler-Ross theory
    2. Other theories
    3. Personal feelings
    4. Effect of personal and religious beliefs
    5. Concept of hope
    6. Characteristics associated with each stage
    7. Variation in sequence of stages

B. Fears of the Dying Client Task 16.2

    1. Psychological and physiological fears
    2. Fears of loneliness and abandonment
    3. Fear of meaninglessness

C. Signs and Symptoms of Approaching Death Task 16.3

    1. Physical signs of approaching death
    2. Nursing interventions

D. Grieving Process Task 16.4

    1. Client reactions
    2. Manifestations of grief in significant others
    3. Socio-cultural aspects of grieving

E. Death of a Client Task 16.5

    1. Agencies that provide assistance to the terminally ill
    2. Importance of the nurse to significant others
    3. Advance directives
    4. Postmortem care

XVII. PROMOTING FLUID AND ELECTROLYTE BALANCE DUTY AREA 17

A. Nature of Body Fluids Task 17.1

1. Components of body fluids
2. Body water percentages in different age groups
3. Location of fluids in body
4. Process of fluid retention and loss

B. Processes Involved in Fluid and Electrolyte Movement Task 17.2

1. Passive transport mechanisms
2. Energy source
3. Substances transported by passive and active mechanisms

C. Maintenance of Homeostasis Task 17.3

1. Intracellular and extracellular cations and anions
2. Cause and effect of deficits and excesses
3. Extracellular fluid volume imbalances

D. Acid-Base Imbalances Task 17.4

1. pH level and hydrogen ion concentration
2. Body activities and systems that affect base and acid side of pH balance
3. Role of blood buffers, lungs, and kidneys in regulating acid-base balance
4. Causes, signs, and symptoms of various types of acidosis and alkalosis

E. Maintenance of Intravenous Therapy Task 17.5

1. Legal aspects
2. Medical purpose
3. Types of solutions
4. Client preparation
5. Calculation of infusion rate
6. Factors that influence flow rate
7. Complications of IV therapy
8. Procedures and techniques
9. Client assessment
10. Blood transfusions
11. Sequence of nursing actions
12. Transfusion reactions

F. Intake and Output Monitoring — Task 17.6

1. Alterations in fluid balance
2. Reasons for monitoring
3. Sources of fluid intake and output
4. Recording systems

XVIII. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT — DUTY AREA 18

A. Differences between management and leadership — Task 18.1

1. Comparisons of leadership and management processes
2. Types of formal and informal leadership
3. Characteristics of various leadership styles
4. Attributes of effective leaders and managers
5. Functions of managers and leaders
6. Differences between role of RN and LPN
7. Components of managing

B. Major Organizational Frameworks — Task 18.2

1. Formal and informal structures
2. Organizational chart
3. Roles and responsibilities
4. Centralized and decentralized organizational structures

C. Client Care Delivery Systems — Task 18.3

1. Five types of client care delivery systems
2. Advantages and disadvantages of each

D. Management and Leadership Concepts — Task 18.4

1. Adaptations to meet change
2. Methods of preventing, controlling, and resolving conflict
3. Group dynamics
4. Managerial communication
5. Use of power and assertiveness
6. Impact of politics
7. Decision-making process
8. Time-management techniques
9. Delegation and assignment
10. Prioritizing work

E. Performance Appraisal — Task 18.5

1. Evaluation function
2. Objective and subjective evaluation factors
3. Quality assurance
4. Legal implications
5. Grievance procedures

F. Principles of Staffing and Scheduling — Task 18.6

1. Types of work schedules
2. Role of the manager in staffing
3. Staffing patterns

G. Coordination Responsibilities of the LPN in the Nurse Manager Role — Task 18.7

1. Classification of clients' levels of activity
2. Implementation of orders
3. Inventory and procurement procedures
4. Coordination and evaluation of nursing care
5. Coordination of client services

SECTION 2

TASK ANALYSES

INTRODUCTION

The tasks in this task analyses were identified by representatves of various health care delivery systems and as such reflect skills necessary for a number of environments. Enabling objectives are included that cover nursing care provided in the home, long-term care facilities, hospitals, community health centers, and related facilities.

The task analyses framework pages are arranged in duty areas. Each framework page contains the following information:

1. The task performed by the incumbent worker
2. The performance objective for the specific task
3. The criterion-referenced measure
4. Suggested enabling objectives leading to task mastery
5. Audiovisuals, software, and references that support the task.

This document is prepared for statewide distribution and should be reviewed, validated, and adapted to meet local conditions. Special importance is attached to the criterion-referenced measures. In many instances, task mastery is ascertained through both written and performance measures. The criterion-referenced measures in this document indicate one suggested method of determining mastery; however, teachers should modify these measures to reflect local mastery requirements. Also, the criterion-referenced measures often indicate an acceptable level as determined locally. Because grading systems vary throughout the state, numerical designations were not used in the criterion-referenced measures.

DUTY AREA

1. INTRODUCING NURSING

TASKS/COMPETENCIES

1.1 Describe the role of the practical nursing student.

1.2 Participate in HOSA activities.

1.3 Relate personal aptitudes and interests to the concept of nursing.

1.4 Identify significant historical factors in the evolution of nursing care.

1.5 Describe the differences found among the methods of providing nursing care.

1.6 Describe the roles of health care team members.

1.7 Describe the cultural and psycho-social aspects of health care in a changing society.

DUTY AREA	COURSE
1. INTRODUCING NURSING	Practical Nursing

TASK/COMPETENCY

1.1 Describe the role of the practical nursing student.

PERFORMANCE OBJECTIVE

P1.1 Given copies of classroom and school policies and other information, describe the role of the practical nursing student. Description should include requirements of the practical nursing program as prescribed in school and program policy manuals.

CRITERION-REFERENCED MEASURE

C1.1 Ongoing evaluation, rated acceptable according to instructor's guidelines based on school and classroom policies and procedures

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain school and classroom policies, rules, and procedures.
2. Identify methods to enhance learning, including studying, note-taking, and test-taking skills.
3. Identify the physical layout of the classroom and the school facilities.
4. Discuss classroom demeanor and effective learning environments.
5. Identify the philosophy and objectives of the practical nursing program.
6. Describe the dress code for wearing the nurse's uniform.
7. Discuss good grooming.

RESOURCES

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
The Nurse Manager's Survival Guide: Practical Answers to Everyday Problems. Marrelli.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Textbook of Basic Nursing. Rosdahl.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

1. INTRODUCING NURSING

COURSE

Practical Nursing

TASK/COMPETENCY

1.2 Participate in HOSA activities.

PERFORMANCE OBJECTIVE

P1.2 Given HOSA and instructor guidelines and information about parliamentary procedure, participate in HOSA activities. Methods of participation include serving as officers and on committees, working on a chapter project, and entering a HOSA competition.

CRITERION-REFERENCED MEASURE

C1.2 Participation in HOSA activities evaluated according to instructor guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify advantages and responsibilities of HOSA membership.
2. Identify HOSA colors, emblems, and symbols.
3. Discuss HOSA activities that benefit the community.
4. Explain the HOSA chapter structure.
5. Identify competitive events sponsored by HOSA.
6. Utilize parliamentary procedure.
7. Identify fundraising activities to aid in financing HOSA activities.
8. Discuss history of HOSA.

RESOURCES

Audiovisuals: *Helping Members Become the Best They Can Be!* (video). National HOSA.
HOSA Competitive Events--Bringing Out Your Best (video). National HOSA.

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
National HOSA Handbook. National HOSA.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Virginia HOSA Advisor's Manual. Virginia Department of Education.
Virginia HOSA Competitive Events Manual. Virginia Department of Education.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

1. INTRODUCING NURSING

COURSE

Practical Nursing

TASK/COMPETENCY

1.3 Relate personal aptitudes and interests to the concept of nursing.

PERFORMANCE OBJECTIVE

P1.3 Given information regarding the practical nursing program, policies, rules, and regulations, relate personal aptitudes and interests to the concept of nursing by completing an instructor-provided interest inventory.

CRITERION-REFERENCED MEASURE

C1.3 Instructor-provided interest inventory, completed in accordance with instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *nursing*.
2. Discuss Maslow's theory of basic human needs.
3. Identify nursing theorists.
4. Identify and discuss personal aptitudes and discuss each in relationship to the concept of nursing.
5. List and discuss attributes of a nurse.
6. Role play scenarios involving gossip, prejudice, modification of poor health habits, and the reduction of stress.
7. Discuss self-awareness of health habits.

RESOURCES

Audiovisuals: *Nursing: A Career for all Reasons* (video). Opportunities for Learning.

References:
Contemporary Practical/Vocational Nursing. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
The Nurse Manager's Survival Guide: Practical Answers to Everyday Problems. Marrelli.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Textbook of Basic Nursing. Rosdahl.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

1. INTRODUCING NURSING

COURSE

Practical Nursing

TASK/COMPETENCY

1.4 Identify significant historical factors in the evolution of nursing care.

PERFORMANCE OBJECTIVE

P1.4 Given a time line and classroom discussion, identify significant historical factors in the evolution of nursing care. Identification of important nursing events should be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C1.4 Project presented with oral or written explanation, rated acceptable according to criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Complete a time line in which significant events in the history of nursing are illustrated.
2. Identify the significance of contributions made by Clara Barton, Linda Richards, Margaret Sanger, Florence Nightingale, and others.
3. Describe current delivery of nursing care.
4. Brainstorm future trends in the evolution of health care.
5. Trace the changing role of health care delivery as reflected in areas such as home health care and out-patient services.
6. Obtain copies of various nursing professional journals and describe the benefits of reading current literature.

RESOURCES

Audiovisuals: *Nursing: An Evolving Profession* (video). Medcom/Trainex.
Nursing in America: A History of Social Reform (video). National League of Nurses.

(continued)

References:

Contemporary Practical/Vocational Nursing. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
The Nurse Manager's Survival Guide: Practical Answers to Everyday Problems. Marrelli.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Textbook of Basic Nursing. Rosdahl.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

1. INTRODUCING NURSING

COURSE

Practical Nursing

TASK/COMPETENCY

1.5 Describe the differences found among the methods of providing nursing care.

PERFORMANCE OBJECTIVE

P1.5 Given resources and classroom instruction, describe the differences found among the methods of providing nursing care. Description should include information related to legal requirements as well as provisions for client care.

CRITERION-REFERENCED MEASURE

C1.5 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *acute care*, *preventive care*, *extended care*, and *rehabilitative care*.
2. Identify the differences among primary, acute, and long-term care.
3. Describe the types of health care facilities including hospitals, nursing homes, and urgent care centers.
4. List the distinguishing characteristics of each level of health care delivery.
5. Discuss the interaction of delivery of health care among various agencies.
6. Discuss alternative health care delivery including hospice, home health, and urgent care.

RESOURCES

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
The Nurse Manager's Survival Guide: Practical Answers to Everyday Problems. Marrelli.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Textbook of Basic Nursing. Rosdahl.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

1. INTRODUCING NURSING

COURSE

Practical Nursing

TASK/COMPETENCY

1.6 Describe the roles of health care team members.

PERFORMANCE OBJECTIVE

P1.6 Given instructor-prepared guidelines and a list of titles, describe the role of each member of the health care team. Description must include responsibilities of each member and accepted local practices.

CRITERION-REFERENCED MEASURE

C1.6 Instructor-prepared worksheet, all components completed in accordance with guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *multidisciplinary* as it relates to the health care team.
2. List occupations represented in a health care team.
3. Identify educational and certification requirements of selected health care providers.
4. Explain the basic duties of selected members of the health care team.
5. Describe the role of the practical nurse.
6. Discuss various nursing care delivery methods (e.g. primary, case management) and list the advantages and disadvantages of each.
7. Explain the importance of "making rounds."
8. Discuss the responsibilities of each health care team member in assessing, planning, implementing, and evaluating a client's care.

RESOURCES

Audiovisuals: *Careers for Life* (video). Virginia Health Council.

(continued)

References:

Contemporary Practical/Vocational Nursing. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
The Nurse Manager's Survival Guide: Practical Answers to Everyday Problems. Marrelli.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Textbook of Basic Nursing. Rosdahl.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

1. INTRODUCING NURSING

COURSE

Practical Nursing

TASK/COMPETENCY

1.7 Describe the cultural and psycho-social aspects of health care in a changing society.

PERFORMANCE OBJECTIVE

P1.7 Given case studies outlining specific client-care settings, describe the cultural and psycho-social aspects of health care in a changing society. Description should include various cultural and psycho-social factors affecting the client in each case study.

CRITERION-REFERENCED MEASURE

C1.7 Case studies completed in accordance with instructor's guidelines, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *transcultural*, *holistic*, *homosexuality*, *kosher*, and *economics*.
2. List basic human physical needs.
3. Identify biological factors that influence an individual's health.
4. Discuss *spiritual health* , including the influence of beliefs on nursing practice.
5. Explain cultural factors that affect health care.
6. Discuss the concept of caring as it relates to health, including the "healing touch" concept.
7. Explain the effects of the changing family structure.
8. Discuss the factors that influence access to health care, such as financial and geographical considerations.
9. Explain how effective communication enhances the meeting of needs.

RESOURCES

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
The Nurse Manager's Survival Guide: Practical Answers to Everyday Problems. Marrelli.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Success in Practical Nursing. Hill and Howlett.
Textbook of Basic Nursing. Rosdahl.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

2. COMMUNICATING EFFECTIVELY

TASKS/COMPETENCIES

2.1 Explain principles of effective verbal and nonverbal communication.

2.2 Apply principles of communication in establishing therapeutic relationships.

2.3 Report information relating to the client.

2.4 Perform documentation.

2.5 Demonstrate techniques of client education.

DUTY AREA

2. COMMUNICATING EFFECTIVELY

COURSE

Practical Nursing

TASK/COMPETENCY

2.1 Explain principles of effective verbal and nonverbal communication.

PERFORMANCE OBJECTIVE

P2.1 Given instructional resources, lab or clinical assignments, and sample evaluation forms, explain principles of effective verbal and nonverbal communication. Evaluation includes demonstration and written assessment.

CRITERION-REFERENCED MEASURE

C2.1 Skills checklist, written test, or clinical evaluation; satisfactory rating based on program and agency standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the communication process.
2. Identify factors that influence communication.
3. Contrast methods of verbal and nonverbal communication.
4. Demonstrate communication techniques.
5. Discuss and role play communication blocks and barriers.

RESOURCES

Audiovisuals: *The Challenge of Communication* (software: IBM). Opportunities for Learning.
Listening: The Other Half of Communication (audio series). Mosby.
Nursing Staff Oral Communications (filmstrip/cassette). Opportunities for Learning.

References: *Personal and Vocational Relationships in Practical Nursing*. Ross.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

2. COMMUNICATING EFFECTIVELY

COURSE

Practical Nursing

TASK/COMPETENCY

2.2 Apply principles of communication in establishing therapeutic relationships.

PERFORMANCE OBJECTIVE

P2.2 Given instructional resources and lab or clinical experiences, apply principles of communication in establishing therapeutic relationships. Principles must be applied both in classroom and clinical situations and are evaluated on an on-going basis.

CRITERION-REFERENCED MEASURE

C2.2 Skills checklist and evaluations, satisfactory rating based on program/agency standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the importance of therapeutic relationships with client, family, and significant others.
2. Differentiate between therapeutic and nontherapeutic communication.
3. Demonstrate techniques of interviewing.
4. Evaluate the application of principles of communication (e.g. videotape, role-play, observation).
5. Evaluate the success of the communication process.
6. Identify and establish rapport with the special needs client.

RESOURCES

Audiovisuals: *Communication and Interacting Effectively* (video). Concept Media.
Communication for the NCLEX-PN Exam (software). Medical Education Development Services.
Nurse/Patient Interaction: Blocks to Communication (video). Concept Media.
Nurse/Patient Interaction: Techniques of Therapeutic Communication (video). Concept Media.
Therapeutic Patient Communications I and II (software). Computerized Educational Systems.

References: *Clinical Nursing Skills*. Smith and Duell.
Personal and Vocational Relationships in Practical Nursing. Ross.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

2. COMMUNICATING EFFECTIVELY

COURSE

Practical Nursing

TASK/COMPETENCY

2.3 Report information relating to the client.

PERFORMANCE OBJECTIVE

P2.3 Given instructional resources, report forms, and lab or clinical assignments, report information relating to the client. All information, oral and written, must be reported in accordance with guidelines.

CRITERION-REFERENCED MEASURE

C2.3 Oral and written report, rated acceptable based on criteria specified by instructor

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Utilize medical terminology when reporting.
2. Differentiate between subjective and objective reporting.
3. Apply the nursing process in reporting.
4. Identify the lines of authority to follow when reporting.
5. Demonstrate making an oral report of pertinent client information.

RESOURCES

References: *Clinical Nursing Skills.* Smith and Duell.
Rambo's Nursing Skills for Clinical Practice. deWit.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

2. COMMUNICATING EFFECTIVELY

COURSE

Practical Nursing

TASK/COMPETENCY

2.4 Perform documentation.

PERFORMANCE OBJECTIVE

P2.4 Given instructional resources, agency forms, and lab or clinical assignments, perform documentation. Documentation must include appropriate use of medical terminology, SOAP charting, narrative charting, checklists, and charting by exception.

CRITERION-REFERENCED MEASURE

C2.4 Written record, rated acceptable based on criteria specified by instructor

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the ethical and legal issues related to documentation.
2. Identify various forms used for documentation.
3. Use standard medical terminology and abbreviations in documentation.
4. Describe the basic guidelines and mechanisms of various charting formats.
5. Apply the nursing process in documentation.
6. Demonstrate written documentation.
7. Perform documentation using computers.
8. Explain confidentiality as related to the nurse's knowledge of the client.
9. Describe the nurse's role in informed consent and in advanced directives.

RESOURCES

Audiovisuals: *Documentation--Doing The "Write" Thing* (software). Computerized Education Systems.
Medical Terminology (audiocassettes, text, software: Apple, IBM). Opportunities for Learning.

(continued)

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Personal and Vocational Relationships in Practical Nursing. Ross.
Rambo's Nursing Skills for Clinical Practice. deWit.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

2. COMMUNICATING EFFECTIVELY

COURSE

Practical Nursing

TASK/COMPETENCY

2.5 Demonstrate techniques of client education.

PERFORMANCE OBJECTIVE

P2.5 Given agency forms, specific supplies and equipment, and lab or clinical assignments, demonstrate techniques of client education. Demonstration should include correct use of medical terminology and be presented in a clear and professional manner.

CRITERION-REFERENCED MEASURE

C2.5 Skills checklist, discharge summary, and client instructions form; all items rated satisfactory

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Use the nursing process to determine client knowledge/learning deficit.
2. Involve family and significant others in the education plan.
3. Identify methods of providing an environment for learning.
4. Adapt presentation to meet the needs of the client.
5. Implement teaching strategies.
6. Evaluate the results of client education.
7. Identify resources that would enhance the education process.

RESOURCES

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

3. USING THE NURSING PROCESS

TASKS/COMPETENCIES

3.1 Describe the five phases of the nursing process.

3.2 Explain the relationship of the nursing process to nursing practice.

3.3 Implement a plan of care using the nursing process.

DUTY AREA

3. USING THE NURSING PROCESS

COURSE

Practical Nursing

TASK/COMPETENCY

3.1 Describe the five phases of the nursing process.

PERFORMANCE OBJECTIVE

P3.1 Given resources and classroom discussion and demonstration, describe the five phases of the nursing process. Description should be made in sample care plans that include all five phases with an explanation of each.

CRITERION-REFERENCED MEASURE

C3.1 Sample care plans, rated acceptable according to criteria in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *implementation, assessment, process, evaluation, analysis,* and other terms.
2. Describe the nursing process as a goal-oriented activity.
3. Describe the assessment phase of the nursing process.
4. Describe the analysis/diagnosis phase of the nursing process.
5. Describe the selection of the appropriate nursing diagnosis (NANDA list).
6. Describe the planning phase of the nursing process.
7. Describe the implementation phase of the nursing process.
8. Describe the evaluation phase of the nursing process.

RESOURCES

Audiovisuals: *Introduction to Nursing Diagnosis* (software: Apple II, IBM). Lippincott Computer Software.
Introduction to Patient Data (software: Apple II, IBM). Lippincott Computer Software.
"The Nursing Process: Discipline and Direction," *Applied Nursing Process* (video). Medcom/Trainex.

References: *Application of Nursing Process*. Alfaro.
Application of Nursing Process and Nursing Diagnosis: An Interactive Text. Doenges and Moorhouse.
Applying Nursing Diagnoses and Nursing Process: A Step-by-Step Guide. Alfaro.
Foundations of Nursing. Christensen and Kockrow.
Nursing Diagnosis: Applications to Clinical Practice. Carpenito.
Professional Issues in Practical/Vocational Nursing. Harrion.

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DUTY AREA

3. USING THE NURSING PROCESS

COURSE

Practical Nursing

TASK/COMPETENCY

3.2 Explain the relationship of the nursing process to nursing practice.

PERFORMANCE OBJECTIVE

P3.2 Given resources and classroom instruction, explain the relationship of the nursing process to nursing practice.

CRITERION-REFERENCED MEASURE

C3.2 Instructor-prepared test, acceptable or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *audit, Joint Commission on Accreditation of Hospitals, Quality Management*, and other terms related to nursing practice.
2. Discuss ways the use of the nursing process meets identified standards of practice.
3. Discuss a Quality Management report.

RESOURCES

References: *Application of Nursing Process*. Alfaro.
Application of Nursing Process and Nursing Diagnosis: An Interactive Text. Doenges and Moorhouse.
Applying Nursing Diagnoses and Nursing Process: A Step-by-Step Guide. Alfaro.
Foundations of Nursing. Christensen and Kockrow.
Nursing Diagnosis: Applications to Clinical Practice. Carpenito.

DUTY AREA

3. USING THE NURSING PROCESS

COURSE

Practical Nursing

TASK/COMPETENCY

3.3 Implement a plan of care using the nursing process.

PERFORMANCE OBJECTIVE

P3.3 Given case studies and role play activities, implement a plan of care using the nursing process. Implementation of the care plan is subject to on-going evaluation.

CRITERION-REFERENCED MEASURE

C3.3 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Develop a plan of care.
2. Differentiate between subjective and objective data collection.
3. Select an appropriate nursing diagnosis from the NANDA list or other approved list.
4. Prioritize nursing diagnoses, using Maslow's Hierarchy of Needs and the client's perception of priorities.
5. Establish goals.
6. Determine nursing interventions.
7. Provide rationale for nursing interventions.
8. Determine nursing orders/actions.
9. Describe ways to evaluate goal achievement.
10. Discuss and modify the plan as needed.

RESOURCES

Audiovisuals: "Assessment and Diagnosis: Laying The Foundation," *Applied Nursing Process* (video). Medcom/Trainex.

(continued)

References: *Application of Nursing Process.* Alfaro.
Application of Nursing Process and Nursing Diagnosis: An Interactive Text. Doenges and Moorhouse.
Applying Nursing Diagnoses and Nursing Process: A Step-by-Step Guide. Alfaro.
Foundations of Nursing. Christensen and Kockrow.
Nursing Diagnosis: Applications to Clinical Practice. Carpenito.
Professional Issues in Practical/Vocational Nursing. Harrion.

DUTY AREA

4. IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES

TASKS/COMPETENCIES

4.1 Explain legalities governing nursing practice.

4.2 Explain the concept of ethics as related to nursing practice.

4.3 Explain nursing standards of care.

4.4 Describe the influence of various agencies on the delivery of health care.

4.5 Describe organizations that promote the enhancement of nursing.

4.6 Examine career opportunities and responsibilities.

DUTY AREA		COURSE
4.	IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES	Practical Nursing

TASK/COMPETENCY

4.1 Explain legalities governing nursing practice.

PERFORMANCE OBJECTIVE

P4.1 Given copies of the Patient's Bill of Rights, the Child Abuse Law, and discussion of the Nurse Practice Act, explain legalities governing nursing practice. Explanation should be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.1 Instructor-prepared written test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *contract, fraud, negligence, homicide, torts, misdemeanor, felony, defamation, litigation, duty of care, institutional licensure,* and *restraints*.
2. Explain the Nurse Practice Act.
3. Explain the nurse licensure process, including licensure by endorsement.
4. Identify the member composition and functions of the Virginia Board of Nursing.
5. Explain legal implications of nursing practice. Include contract, liability, advanced directives, and client chart.
6. Identify implications for nursing in the Patient's Bill of Rights.
7. Explain the Good Samaritan Act.
8. Discuss malpractice insurance and litigation issues such as the client's chart.
9. Discuss legal issues related to client care including assault and battery, child abuse, confidentiality of information, duty of care, negligence, and informed consent.
10. Explain how an agency's policies and procedures relate to legal issues.
11. Discuss abuse of controlled substances.

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RESOURCES

Audiovisuals: *Legal Implications in Nursing* (video). Medcom/Trainex.
Negligence and Malpractice (video). Medcom/Trainex.
The Nursing Team and the Law (filmstrip/cassette). Opportunities for Learning.

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
Nurse's Handbook of Law and Ethics. Springhouse.
Nursing Documentation. Iyler and Camp.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
20 Legal Pitfalls for Nurses to Avoid. Fiesta.
Virginia Nurse Practice Act. (Available from the Board of Nursing).
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

4. IDENTIFYING LEGAL, ETHICAL ,AND PROFESSIONAL RESPONSIBILITIES

COURSE

Practical Nursing

TASK/COMPETENCY

4.2 Explain the concept of ethics as related to nursing practice.

PERFORMANCE OBJECTIVE

P4.2 Given a copy of a student handbook, the NFLPN Code of Ethics, and case studies, explain the concept of ethics as related to nursing practice by determining the ethical issue in each case study and recommending a course of action.

CRITERION-REFERENCED MEASURE

C4.2 Case studies, rated acceptable in accordance with criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terms such as *ethics, code, rules,* and *conduct.*
2. Explain the Code of Ethics of the National Federation of Licensed Practical Nurses (NFLPN).
3. Describe the Code of Conduct of the National Association for Practical Nurse Education and Service (NAPNES).
4. Discuss ethical dilemmas such as refusing blood transfusions and receiving gifts.
5. Examine individual value systems; discuss autonomy, accountability, and standards of conduct.
6. Identify the role of the nurse in abortions, euthanasia, and unlawful deaths.
7. Discuss ethical considerations in issues such as genetics, right-to-die, surrogates, and donor recipient allocations.

RESOURCES

Audiovisuals: *The Nature of Ethical Problems* (video). Concept Media.
The Nurse, Ethics, and the Law (filmstrip). Medcom/Trainex.
Professional Ethics (video). Medcom/Trainex.

(continued)

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Ethical Decision Making in Nursing. Husted and Husted.
Foundations of Nursing. Christensen and Kockrow.
Nurse's Handbook of Law and Ethics. Springhouse.
Personal and Vocational Relationships in Practical Nursing. Ross.

DUTY AREA

4. IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES

COURSE

Practical Nursing

TASK/COMPETENCY

4.3 Explain nursing standards of care.

PERFORMANCE OBJECTIVE

P4.3 Given the ANA Standards of Care and classroom discussion, explain nursing standards of care. Standards of care must be evident in all work throughout the program and are evaluated on an on-going basis.

CRITERION-REFERENCED MEASURE

C4.3 Clinical on-going evaluation, rated satisfactory according to program standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify the American Nurses Association (ANA) Standards of Care.
2. Identify implications on nursing practice by the JCAHO.
3. Explain accountability including the importance of documentation.
4. Describe Quality Management and Utilization Review.

RESOURCES

Audiovisuals: *Nursing: An Evolving Profession* (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
20 Legal Pitfalls for Nurses to Avoid. Fiesta.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

4. IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES

COURSE

Practical Nursing

TASK/COMPETENCY

4.4 Describe the influence of various agencies on the delivery of health care.

PERFORMANCE OBJECTIVE

P4.4 Given brochures, pamphlets, and instructor-provided guidelines, describe the influence of agencies on the delivery of health care by developing a written report in accordance with specifications provided in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.4 Written report, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *Health System Agencies, Medicare, Medicaid, Certificate of Need,* and *Diagnoses Related Groups.*
2. Explain roles and responsibilities of various governmental organizations such as the Department of Health and Human Services, the Virginia Department of Health, and the World Health Organization.
3. Describe non-governmental agencies that support health care such as the American Red Cross, American Cancer Society, American Heart Association, and UNICEF.
4. Identify methods of financing health care.
5. Locate local offices of agencies such as the American Red Cross and Department of Health and, if possible, arrange to visit.
6. Discuss health care delivery and the uninsured.

RESOURCES

References: *Foundations of Nursing.* Christensen and Kockrow.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

4. IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES

COURSE

Practical Nursing

TASK/COMPETENCY

4.5 Describe organizations that promote the enhancement of nursing.

PERFORMANCE OBJECTIVE

P4.5 Given pamphlets, information about current legislation, and other resources, describe organizations that promote the enhancement of nursing. Description should be made in the form of an oral report presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C4.5 Oral report, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify health care agencies that promote nursing education.
2. Discuss methods of promoting nursing education including tuition assistance, continuing education courses, and inservice workshops.
3. Identify organizations that promote nursing education through the awarding of scholarships, such as the Mary Marshall Scholarship, HOSA, and NFLPNA.
4. Explain the support of nursing through membership in organizations.
5. Identify the impact of political decisions on nursing.
6. Work as a member of a small group to organize, research, and present information relating to the enhancement of nursing.

RESOURCES

References: *Foundations of Nursing*. Christensen and Kockrow.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA		COURSE
4.	IDENTIFYING LEGAL, ETHICAL, AND PROFESSIONAL RESPONSIBILITIES	Practical Nursing

TASK/COMPETENCY

4.6 Examine career opportunities and responsibilities.

PERFORMANCE OBJECTIVE

P4.6 Given examples of advertised job openings, examine career opportunities and responsibilities. Examination should include writing a resume, writing a letter of application, and determining benefits, salary, and disadvantages of selected openings.

CRITERION-REFERENCED MEASURE

C4.6 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *resume, FICA, continuing education,* and other terms related to career searches and employment.
2. Develop a resume.
3. Compose a letter of application.
4. Complete a sample job application form.
5. Exhibit job interviewing skills.
6. Explain job resignation procedures, including time frame, justification, and letter of resignation.
7. Identify agency policies desirable for employment such as sick leave, continuing education, salary scale, holidays, hours of employment, and vacation days.
8. Prepare a personal budget outlining withholding taxes, FICA, and savings.
9. Explain the procedure for obtaining a nurse license through application, NCLEX-PN, and endorsement.
10. Explain the purpose of a criminal history investigation as a condition of employment.
11. Discuss the need for and availability of continuing education opportunities.

(continued)

RESOURCES

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
Foundations of Nursing. Christensen and Kockrow.
Mapping Out Success: A Guide to Navigating the Job Market. Virginia Department of Education.
Personal and Vocational Relationships in Practical Nursing. Ross.
Professional Issues in Practical/Vocational Nursing. Harrion.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

5. DESCRIBING ANATOMY AND PHYSIOLOGY

TASKS/COMPETENCIES

5.1 Identify chemical components, anatomical structures, and body cavities.

5.2 Identify structures and functions of the muscular and skeletal systems.

5.3 Identify structures and functions of the circulatory system.

5.4 Identify structures and functions of the respiratory system.

5.5 Identify structures and functions of the gastrointestinal system.

5.6 Identify structures and functions of the endocrine system.

5.7 Identify structures and functions of the reproductive system.

5.8 Identify structures and functions of the urinary system.

5.9 Identify structures and functions of the integumentary system.

5.10 Identify structures and functions of the nervous system.

5.11 Identify structures and functions of the sensory systems.

DUTY AREA	COURSE
5. DESCRIBING ANATOMY AND PHYSIOLOGY	Practical Nursing

TASK/COMPETENCY

5.1 Identify chemical components, anatomical structures, and body cavities.

PERFORMANCE OBJECTIVE

P5.1 Given handout material, charts, audiovisual aids, and classroom discussion, identify chemical components, anatomical structures, and body cavities.

CRITERION-REFERENCED MEASURE

C5.1 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain basic chemical components of the body.
2. Define terminology including *superior, posterior, sagittal, coronal, caudal,* and *proximal.*
3. List the ten body systems.
4. Name organs located in each body system.
5. Locate the body cavities, regions, and quadrants on a body torso or a diagram.
6. Label the parts of a cell.
7. Explain the function of each part of the cell.
8. Describe the four types of tissues found in the body.
9. Describe the two major types of membranes and include the subdivisions of each.
10. Explain homeostasis.

RESOURCES

Audiovisuals: *Cells, Tissues and Membranes* (filmstrip/cassette). Opportunities for Learning.
Human Anatomy (5 videos). Mosby.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care : Foundations and Practice. Hood and Dincher.

DUTY AREA

5. DESCRIBING ANATOMY AND PHYSIOLOGY

COURSE

Practical Nursing

TASK/COMPETENCY

5.2 Identify structures and functions of the muscular and skeletal systems.

PERFORMANCE OBJECTIVE

P5.2 Given charts, diagrams, and classroom discussion, identify structures and functions of the muscular and skeletal systems.

CRITERION-REFERENCED MEASURE

C5.2 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *epiphysis, ligament, origin, tendon,* and other terms.
2. Explain the functions of the skeletal system.
3. Describe the origin and composition of bones.
4. Differentiate between the bone structure of the infant and the elderly.
5. List the types of bones and give an example of each.
6. Label the parts of a long bone including bone linings.
7. Name the two divisions of the skeleton.
8. List the names and number the bones in each division of the skeleton.
9. Identify the major bones of a skeleton.
10. Locate cranial sinuses.
11. Identify the segments of the vertebral column.
12. List the number of vertebrae in each segment.
13. Describe the differences in the male and female pelvis.
14. Name three classifications of the joints according to the amount of articulation, including an example of each.
15. Identify muscle attachments between muscles and bones and bones to bones.

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16. Differentiate among the three types of muscle tissue and identify the actions of each type.

17. Locate and identify main skeletal muscles.

18. Identify the physiology of muscle contractions.

RESOURCES

Audiovisuals: *The Muscular System* (filmstrip). Medcom/Trainex.
Muscular System in the Human Body (filmstrip/cassette). Opportunities for Learning.
The Skeletal System (filmstrip). Medcom/Trainex.
Skeletal System in the Human Body (filmstrip/cassette). Opportunities for Learning.
Your Body: Series I (filmstrip). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA	COURSE
5. DESCRIBING ANATOMY AND PHYSIOLOGY	Practical Nursing

TASK/COMPETENCY

5.3 Identify structures and functions of the circulatory system.

PERFORMANCE OBJECTIVE

P5.3 Given handouts, anatomical illustrations, and classroom discussion, identify structures and functions of the circulatory system.

CRITERION-REFERENCED MEASURE

C5.3 Instructor-prepared test, average or above

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *arteries, spleen, endocardium, pacemaker,* and other terms associated with the circulatory system.
2. Name the functions of blood.
3. Describe the characteristics of blood.
4. Identify components of blood plasma, including chemicals, antibodies, wastes, gases, nutrients, hormones, and clotting elements.
5. Describe the origin and function of blood components, such as leukocytes, erythrocytes, and thrombocytes.
6. State the normal range of blood components.
7. Describe the steps in the blood clotting process.
8. Differentiate between a thrombus and an embolus.
9. Relate the four blood groups to the importance of blood typing.
10. Describe compatability of blood including the RH factor.
11. Name the transfusable components of the blood.
12. Describe commonly ordered blood studies in relation to nursing action.
13. Name the functions of the circulatory system.

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14. Identify the structures of the heart.

15. Trace the electrical conduction system of the heart.

16. Describe the cardiac cycle, including systole, disastole, and heart sounds.

17. Describe the structure and function of the blood vessels.

18. Identify selected arteries.

19. Identify selected veins.

20. Trace the circulation of blood through the cardiovascular system.

21. Trace blood through the portal and the coronary circulations.

22. Describe the structures of the lymphatic system.

23. Explain the circulation of the lymphatic fluid.

24. Explain the function of the lymphatic system.

25. Explain the functions of the spleen.

RESOURCES

Audiovisuals: *Blood: River of Life* (video). Opportunities for Learning.
Circulation in the Human Body (video). Opportunities for Learning.
The Circulatory System (filmstrip). Medcom/Trainex.
Human Circulatory System (software: Apple, IBM). Opportunities for Learning.
Your Body: Series II (filmstrip). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care : Foundations and Practice. Hood and Dincher.

DUTY AREA

5. DESCRIBING ANATOMY AND PHYSIOLOGY

COURSE

Practical Nursing

TASK/COMPETENCY

5.4 Identify structures and functions of the respiratory system.

PERFORMANCE OBJECTIVE

P5.4 Given handouts, charts and diagrams, and classroom discussion, identify structures and functions of the respiratory system.

CRITERION-REFERENCED MEASURE

C5.4 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology associated with the respiratory system such as *inspiration, apnea, and bronchus*.
2. Explain the process of ventilation.
3. Differentiate between external and internal respiration.
4. Describe the structure and function of each organ.
5. Trace the pathway of gases through inspiration to the alveoli and from the alveoli to the cell.
6. Trace the pathway of gases from the cell through expiration.
7. Compare intrapulmonic, intrapleural, and intrathoracic air pressures.
8. Describe the factors that control breathing.

RESOURCES

Audiovisuals: *Respiration in the Human Body* (filmstrip/cassette). Opportunities for Learning.
The Respiratory System (filmstrip). Medcom/Trainex.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA

5. DESCRIBING ANATOMY AND PHYSIOLOGY

COURSE

Practical Nursing

TASK/COMPETENCY

5.5 Identify structures and functions of the gastrointestinal system.

PERFORMANCE OBJECTIVE

P5.5 Given diagrams, handout material, and classroom discussion, identify structures and functions of the gastrointestinal system.

CRITERION-REFERENCED MEASURE

C5.5 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology associated with the gastrointestinal system such as *duodenum, peristalsis*, and *chyme*.
2. Describe the structure and function of the accessory organs: salivary glands, liver, pancreas, and gall bladder.
3. Identify on a diagram the hepatic, cystic, common bile, and pancreatic ducts and their point of convergence.
4. Define and locate the peritoneum, mesentery, and the greater and lesser omentum.
5. Describe the phases of metabolism.
6. Describe the essential mechanical and chemical steps in the digestion of foods.
7. List the site of absorption of carbohydrates, fats, proteins, water, and alcohol.

RESOURCES

Audiovisuals: *The Digestive System* (filmstrip). Medcom/Trainex.
Digestive System in The Human Body (filmstrip/cassette). Opportunities for Learning.
Your Body: Series II (filmstrip). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA

5. DESCRIBING ANATOMY AND PHYSIOLOGY

COURSE

Practical Nursing

TASK/COMPETENCY

5.6 Identify structures and functions of the endocrine system.

PERFORMANCE OBJECTIVE

P5.6 Given diagrams, handout material, and classroom discussion, identify structures and functions of the endocrine system.

CRITERION-REFERENCED MEASURE

C5.6 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology associated with the endocrine system, such as *hormones, glands, exocrine,* and *endocrine.*
2. Distinguish between endocrine and exocrine glands.
3. Describe the structure and function of each endocrine gland.
4. Describe the hormones secreted by each gland and its homeostatic action in the human body.
5. Identify the hypo- and hyper-activity of each hormone.

RESOURCES

Audiovisuals: *The Endocrine System* (filmstrip). Medcom/Trainex.
Endocrine System in the Human Body (filmstrip/cassette). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA

COURSE

5. DESCRIBING ANATOMY AND PHYSIOLOGY — Practical Nursing

TASK/COMPETENCY

5.7 Identify structures and functions of the reproductive system.

PERFORMANCE OBJECTIVE

P5.7 Given diagrams and other resources, identify structures and functions of the reproductive system.

CRITERION-REFERENCED MEASURE

C5.7 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. State the definitions of the following: *sperm, uterus, ovary, coitus,* and *gamete*.
2. Explain the structures and functions of the male and the female reproductive systems.
3. Label on diagrams the structures of the male and female reproductive systems.
4. Explain hormonal activity of the male.
5. Discuss the development of the gametes and their pathways through the reproductive organs.
6. Describe the menstrual cycle; include hormonal activity.
7. Describe secondary sex characteristic of males and females.
8. Discuss the changes that occur in the climacteric phase of the male and the female.

RESOURCES

Audiovisuals: *The Reproductive System* (filmstrip). Medcom/Trainex.
Reproductive System in the Human Body (filmstrip). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA		COURSE
5.	DESCRIBING ANATOMY AND PHYSIOLOGY	Practical Nursing

TASK/COMPETENCY

5.8 Identify structures and functions of the urinary system.

PERFORMANCE OBJECTIVE

P5.8 Given diagrams, handouts, and classroom discussion, identify structures and functions of the urinary system.

CRITERION-REFERENCED MEASURE

C5.8 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *nephron, Bowman's capsule, urethra,* and *ureter*.
2. Identify the structure of the urinary system.
3. Describe the functions of the urinary system.
4. Describe the formation of urine, including fluid flow through the kidney.
5. Describe the normal constituents of urine.
6. Identify normal lab values of the components of urine.
7. Describe the excretion of metabolic waste.

RESOURCES

Audiovisuals: *The Urinary System* (filmstrip). Medcom/Trainex.
Urinary System in The Human Body (filmstrip/cassette). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA		COURSE
5.	DESCRIBING ANATOMY AND PHYSIOLOGY	Practical Nursing

TASK/COMPETENCY

5.9 Identify structures and functions of the integumentary system.

PERFORMANCE OBJECTIVE

P5.9 Given diagrams, handout material, audiovisual aids, and classroom discussion, identify structures and functions of the integumentary system.

CRITERION-REFERENCED MEASURE

C5.9 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology associated with the skin such as *cerumen, collagen, appendages, sudoriferous*, and *sebaceous*.
2. Describe the layers of the skin.
3. Discuss the functions of the skin.
4. Locate on a diagram the parts of the skin and specialized structures.
5. State the purpose of hair and nails.
6. Describe the maintenance of skin integrity.

RESOURCES

Audiovisuals: *Skin or Integumentary System* (filmstrip/cassette). Opportunities for Learning.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA	**COURSE**
5. DESCRIBING ANATOMY AND PHYSIOLOGY	Practical Nursing

TASK/COMPETENCY

5.10 Identify structures and functions of the nervous system.

PERFORMANCE OBJECTIVE

P5.10 Given charts, diagrams, and classroom discussion, identify structures and functions of the nervous system.

CRITERION-REFERENCED MEASURE

C5.10 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *autonomic*, *neuron*, *dendrites*, and *cerebrum*.
2. Explain the functions of the central, peripheral, and autonomic nervous systems.
3. Describe the major divisions of the nervous system and their components.
4. Describe the structure and function of a neuron.
5. Discuss the regeneration of peripheral nerves.
6. Explain the transmission of nerve impulses including neurotransmitters.
7. Describe the structure and the functions of the brain including the blood-brain barrier.
8. Describe the structure and function of the spinal cord.
9. Describe the protection of the central nervous system.
10. State the name and number of the twelve cranial nerves and identify the function(s) of each.
11. Identify the spinal nerves according to anatomical location and the number of pairs.
12. Describe the reflex arc and give an example.
13. Name the divisions of the autonomic nervous system and explain the function of each.

RESOURCES

Audiovisuals: *The Nervous System* (filmstrip). Medcom/Trainex.
Nervous System in the Human Body (filmstrip/cassette). Opportunities for Learning.
Your Body: Series III (filmstrip). Opportunities for Learning.

(continued)

References:

Essentials of Anatomy and Physiology. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA

5. DESCRIBING ANATOMY AND PHYSIOLOGY

COURSE

Practical Nursing

TASK/COMPETENCY

5.11 Identify structures and functions of the sensory systems.

PERFORMANCE OBJECTIVE

P5.11 Given eye and ear models, handout material, audiovisual aids, and classroom discussion, identify structures and functions of the sensory systems.

CRITERION-REFERENCED MEASURE

C5.11 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology associated with the special senses, such as *ossicles, cochlea,* and *retina.*
2. Identify components of the sensory systems including the eye and the ear.
3. Identify and describe the special senses of taste, smell, touch, temperature, and propriocepter action.
4. Describe protective sensory mechanisms.
5. Trace the pathway of light rays through the eye to the brain, naming each part in order.
6. Trace the pathway of sound waves to the brain, naming each part in order.

RESOURCES

Audiovisuals: *Sensory System in the Human Body* (filmstrip/cassette). Opportunities for Learning.
The Special Senses (filmstrip). Medcom/Trainex.

References: *Essentials of Anatomy and Physiology*. Scanlon and Sanders.
Foundations of Nursing. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care: Foundations and Practice. Hood and Dincher.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

TASKS/COMPETENCIES

6.1 Maintain a safe and controlled environment.

6.2 Identify safety precautions and procedures.

6.3 Demonstrate medical asepsis.

6.4 Demonstrate surgical aseptic techniques.

6.5 Implement admission, transfer, and discharge procedures.

6.6 Perform procedures related to personal hygiene.

6.7 Provide nourishment.

6.8 Perform basic assessment procedures.

6.9 Perform procedures related to the muscular and skeletal systems.

6.10 Perform procedures related to the circulatory system.

6.11 Perform procedures related to the respiratory system.

6.12 Perform procedures related to the gastrointestional system.

6.13 Perform procedures related to the endocrine system.

6.14 Perform procedures related to the reproductive system.

6.15 Perform procedures related to the urinary system.

6.16 Perform procedures related to the integumentary system.

6.17 Perform procedures related to neuro-sensory systems.

6.18 Perform procedures related to wound care.

6.19 Perform procedures related to pain management.

6.20 Perform procedures related to first aid and emergency care.

DUTY AREA	COURSE
6. PERFORMING NURSING PROCEDURES	Practical Nursing

TASK/COMPETENCY

6.1 Maintain a safe and controlled environment.

PERFORMANCE OBJECTIVE

P6.1 Given a simulated client situation, maintain a safe and controlled environment. All safety precautions and standards of nursing care must be observed.

CRITERION-REFERENCED MEASURE

C6.1 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify client environments such as nursing homes, hospital units, physicians' offices, and home settings.
2. Demonstrate proper body mechanics for the client and the nurse.
3. Identify factors that place clients at risk for injury.
4. Apply and maintain restraints.
5. Identify methods of controlling noise.
6. Discuss effects of climate control, including temperature, humidity, air quality, and ventilation.
7. Determine the sensitivity of the client to odors.
8. Discuss the client's right to privacy.
9. Demonstrate methods of controlling lighting.
10. Operate hospital beds.
11. Demonstrate making various types of beds including closed, head-to-toe, crib, and therapeutic.
12. Describe safety issues related to the home health care setting such as emergency procedures, fire safety, and sanitation.
13. Document procedures and associated client teaching.

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RESOURCES

Audiovisuals:

Applying Restraints (video). Insight Media.
Body Mechanics (software). Computerized Educational Systems.
Patient Safety: From Thermometers to Wheelchairs (filmstrip/cassette). Medcom/Trainex.
"Shirley Holmes Pursues Patient Safety, Parts 1 and 2," *Fundamental Concepts of Nursing* (video). Concept Media.

References:

Basic Nursing: Theory and Practice. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Health Assistant II: Home Health Aide Task Analyses. Virginia Department of Education.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA		COURSE
6.	PERFORMING NURSING PROCEDURES	Practical Nursing

TASK/COMPETENCY

6.2 Identify safety precautions and procedures.

PERFORMANCE OBJECTIVE

P6.2 Given a simulated situation, identify safety precautions and procedures. All institutional policies must be observed.

CRITERION-REFERENCED MEASURE

C6.2 Demonstration, rated acceptable on instructor-provided checklist

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. State sequence for responding to a fire in a health care facility.
2. Determine areas with a high potential for fire.
3. Describe methods of disposing of hazardous and nonhazardous wastes.
4. Identify behavior essential during an emergency.
5. Compare and contrast the management of emergencies and disasters.
6. Differentiate roles of students, instructors, and staff in emergency situations.
7. Identify types of fire extinguishers and describe the operation of each.

RESOURCES

Audiovisuals: *Electrical Safety in the Health Care Setting* (software). Computerized Educational Systems.
Fire in the Health Care Facility (filmstrip). Medcom/Trainex.
Fire Safety--A "Hot Topic" (software). Computerized Educational Systems.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Health Assistant II: Home Health Aide Task Analyses. Virginia Department of Education.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.3 Demonstrate medical asepsis.

PERFORMANCE OBJECTIVE

P6.3 Given handwashing supplies, disposable gloves, isolation gown and mask, and other supplies, demonstrate medical asepsis. Demonstration of procedures must be correct for the situation described, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.3 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain general principles of asepsis.
2. Explain and practice universal precautions.
3. Explain basics of microbiology: families of microbes, essentials for life of microbes, pathogenic versus nonpathogenic microbes, and effect of pathogens on body functions.
4. Outline sequence of events in the chain of infectious disease.
5. Relate nursing precautions that interfere with the mode of transmission.
6. Specify the appropriate precautions (concurrent, enteric, protective) for specific communicable diseases.
7. Document precautions utilized in nursing procedures.

RESOURCES

Audiovisuals: *Asepsis: Principles of Nursing Practice* (software: IBM). Opportunities for Learning.
Handwashing (filmstrip/cassette). J. B. Lippincott.
Infection Control: Special Report (video). Concept Media.
Medical Asepsis (filmstrip/cassette). Medcom/Trainex.
Principles of Infection Control (video). Medcom/Trainex.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.4 Demonstrate surgical aseptic techniques.

PERFORMANCE OBJECTIVE

P6.4 Given sterile packages, sterile gloves, and sterile instruments and supplies, demonstrate surgical aseptic techniques. Demonstration must be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C6.4 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain principles of aseptic technique.
2. Open a sterile package.
3. Establish a sterile field.
4. Don sterile gloves.
5. Handle sterile forceps.
6. Identify ways of breaking sterile techniques.
7. Differentiate between medical and surgical aseptic techniques.

RESOURCES

Audiovisuals: *Surgical Asepsis* (software: IBM). Opportunities for Learning.

References: *Basic Nursing: Theory and Pracitce*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.5 Implement admission, transfer, and discharge procedures.

PERFORMANCE OBJECTIVE

P6.5 Given sample forms, wheelchair, and other supplies, implement admission, transfer, and discharge procedures. Procedures must be followed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Admit the client. Demonstrate procedures related to the following:

   a. history and assessment
   b. orientation
   c. care of valuables
   d. discharge planning
   e. documentation.

2. Assist with transfer procedures including intra-agency, inter-agency, and documentation.

3. Discharge the client. Demonstrate procedures related to the following:

   a. planning (coordination, collaboration)
   b. summary
   c. teaching
   d. referral process
   e. against medical advice (AMA)
   f. documentation.

RESOURCES

Audiovisuals: *Admission and Discharge* (filmstrip). Medcom/Trainex.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.6 Perform procedures related to personal hygiene.

PERFORMANCE OBJECTIVE

P6.6 Given bath basin, towels, wash cloth, cleansing agent, emollients, comb, razor, toothbrush, and other supplies, perform procedures related to personal hygiene. Procedures must be correct for specified situation, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.6 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify types of baths such as cleansing, bed bath, medicated, and therapeutic.
2. Demonstrate procedures related to bathing:
    a. bed bath
    b. tub bath
    c. shower
    d. sitz bath
    e. whirlpool.
3. Demonstrate making an occupied bed.
4. Demonstrate assisting the client to dress and undress. Including assisting a client with IV tubing.
5. Demonstrate procedures related to oral care of the conscious and unconscious client:
    a. brush teeth
    b. floss
    c. care for dentures.
6. Give a back rub and massage pressure areas including heels and elbows.
7. Demonstrate facial shaves.
8. Demonstrate hair and nail care, including bed shampoo.
9. Inspect client's skin, mouth, hair, and nails as procedures are performed.
10. Document procedures and observations.

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RESOURCES

Audiovisuals: *Bed Bath* (filmstrip). Medcom/Trainex.
Giving a Complete Bedbath (video). Insight Media.
Occupied Bedmaking (filmstrip). Medcom/Trainex.
Oral Care (video). Insight Media.
Showers and Tub Baths (filmstrip). Medcom/Trainex.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.7 Provide nourishment.

PERFORMANCE OBJECTIVE

P6.7 Given a simulated client situation, meal tray, feeding pumps, and other supplies, provide nourishment. Provision should be made in accordance with client's situation and agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.7 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Prepare client for meal.
2. Set up tray.
3. Feed clients (including special needs clients, infants, and children).
4. Identify types of feeding pumps.
5. Administer gavage feeding.
6. Monitor special techniques of supplying nutrients.
7. Document nutritional intake.

RESOURCES

Audiovisuals: *Feeding the Patient* (filmstrip/cassette). Medcom/Trainex.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.8 Perform basic assessment procedures.

PERFORMANCE OBJECTIVE

P6.8 Given thermometer, stethoscope, sphygmomanometer, measuring tape, and other equipment and supplies, perform basic assessment procedures. All safety procedures and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.8 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the significance of vital signs.
2. Assess vital signs: temperature, pulse, respiration, and blood pressure.
3. Measure height, weight, and circumferences.
4. Test urine for specific gravity.
5. Assist with a physical examination, including positioning and draping.
6. Document procedures on specified forms in accordance with agency policy.

RESOURCES

Audiovisuals: *Blood Pressure* (filmstrip). Medcom/Trainex.
Measuring Blood Pressure (video). Mosby.
Temperature, Pulse, Respiration, and Blood Pressure (filmstrip). Medcom/Trainex.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.9 Perform procedures related to the muscular and skeletal systems.

PERFORMANCE OBJECTIVE

P6.9 Given draw sheet, pillows, wheelchair, walker, Hoyer lift, and other equipment and supplies, perform procedures related to the muscular and skeletal systems. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.9 Instructor prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's muscular and skeletal systems through inspection, palpation, manipulation, and observation of activity level, coordination, posture, and gait.
2. Evaluate the client's subjective response.
3. Assist with diagnostic procedures:
   - a. x-ray
   - b. scans
   - c. arthroscopy
   - d. EMG
   - e. joint aspiration
   - f. muscle biopsy.
4. Demonstrate positioning, body alignment, and range-of-motion exercises.
5. Demonstrate the use of assistive devices including walkers, wheel chairs, and crutches.
6. Perform transfer procedures.
7. Identify the use of frames such as trapeze bar and Stryker frame.
8. Care for the client with external reduction devices:
   - a. cast
   - b. traction
   - c. splint
   - d. abduction pillow/device.
9. Care for the client with internal reduction devices:
   - a. pin
   - b. plate
   - c. Crutchfield tongs.
10. Care for prosthetic devices.
11. Document observations and procedures.

(continued)

RESOURCES

Audiovisuals:
Care of the Patient in Cervical Traction (filmstrip). Medcom/Trainex.
Lifting, Moving, and Positioning/Range-of-Motion Exercises (video). Mosby.
Positioning to Prevent Contractures (filmstrip). Medcom/Trainex.
"Range of Motion," *Basic Nursing Skills* (video). Concept Media.
Range of Motion Joint Exercises (filmstrip). Medcom/Trainex.

References:
Basic Nursing: Theory and Practice. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.10 Perform procedures related to the circulatory system.

PERFORMANCE OBJECTIVE

P6.10 Given CPR instruction, simulated and clinical situations, anti-embolic stockings, measuring tape, aquathermic unit, ice bags, and other equipment and supplies, perform procedures related to the circulatory system. Procedures must be performed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.10 a. CPR certification
b. Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's circulatory system through inspection, palpation, auscultation, and observation of skin color, temperature, pulses, blood pressure, and capillary refill.
2. Evaluate the client's subjective response.
3. Assist with diagnostic procedures:
    a. ECG
    b. stress test
    c. echocardiogram
    d. cardiac catheterization
    e. CVP
    f. blood tests.
4. Measure for anti-embolic stockings.
5. Apply anti-embolic stockings.
6. Perform vascular checks.
7. Identify emergency procedures related to hemorrhage.
8. Demonstrate Homan's sign procedure.
9. Perform CPR.
10. Apply thermal treatments (heat and cold).
11. Differentiate between normal and abnormal heart patterns.
12. Document observations and procedures.

RESOURCES

Audiovisuals: "Applications of Heat and Cold," *Basic Nursing Skills* (video). Concept Media.
Applying Anti-Embolism Bandages and Binders (video). Insight Media.
Bleeding Emergencies (video). Opportunities for Learning, Inc.
CPR Training by Computer (software: IBM). Opportunities for Learning, Inc.
Hot and Cold Applications (video). Insight Media.
Local Applications of Heat and Cold (filmstrip). Medcom/ Trainex.

References: *Basic Nursing: Theory and Practice.* Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.11 Perform procedures related to the respiratory system.

PERFORMANCE OBJECTIVE

P6.11 Given stethoscope, vaporizer, oxygen delivery equipment, spirometers, and chart forms, perform procedures related to the respiratory system. Procedures must be performed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.11 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's respiratory system through observation, inspection, auscultation, and respiration.
2. Evaluate the client's subjective response.
3. Assist with diagnostic procedures:
    a. pulmonary function test
    b. skin testing
    c. x-ray
    d. endoscopic examination
    e. specimen collection (sputum, nasal swab)
    f. pulse oximetry.
4. Set up vaporizer/humidifier.
5. Instruct client in breathing exercises, including deep breathing, IPPB, and spirometer.
6. Administer and monitor oxygen.
7. Observe safety precautions while administering oxygen.
8. Demonstrate the Heimlich maneuver.
9. Demonstrate tracheostomy care.
10. Maintain chest tubes.
11. Perform chest percussion and postural drainage.
12. Suction naso-oro-pharyngeal passages.
13. Document observations and procedures.

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RESOURCES

Audiovisuals: *Oxygen Administration* (filmstrip). Medcom/Trainex.
Physical Assessment: Heart and Lungs (4 videos). Concept Media.
"Pulse Oximetry," *High Tech Skills in Nursing* (video). Concept Media.

References: *Basic Nursing: Theory and Pracitce*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA	COURSE
6. PERFORMING NURSING PROCEDURES	Practical Nursing

TASK/COMPETENCY

6.12 Perform procedures related to the gastrointestinal system.

PERFORMANCE OBJECTIVE

P6.12 Given stethoscope, measuring tape, gloves, enema equipment, rectal tube, suppository, specimen cup, and other supplies, perform procedures related to the gastrointestinal system. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.12 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's gastrointestinal system through inspection, auscultation, measurement of abdominal girth, and observations of oral mucosa, mastication, swallowing, and stool characteristics.

2. Evaluate the client's subjective response.

3. Assist with diagnostic procedures:

   a. x-ray
   b. gastric analysis
   c. endoscopy
   d. stool culture
   e. scans
   f. liver biopsy
   g. ultrasound of abdomen
   h. test for occult blood
   i. barium enema.

4. Demonstrate procedures related to bowel elimination:

   a. retention and non-retention enemas
   b. fecal impaction
   c. rectal tube
   d. suppositories
   e. stool specimen.

5. Explain purposes and uses of decompression tubes.

6. Insert NG tube.

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7. Monitor drainage systems:
    a. NG tube
    b. intestinal decompression tube.
8. Remove NG tube.
9. Administer and monitor enteral feedings.
10. Perform procedures related to ostomy care.
11. Assist with gastric lavage.
12. Document observations and procedures.

RESOURCES

Audiovisuals: *Administering a Cleansing Enema* (video). Insight Media.
Care of the Surgical Colostomy Patient (software). Computerized Educational Systems.
Cleansing Enema (filmstrip). Medcom/ Trainex.
Colostomy (slides). Vision Multimedia Communications.
Tubes, Tubes, Tubes (set of 5 videos). Concept Media.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA	COURSE
6. PERFORMING NURSING PROCEDURES	Practical Nursing

TASK/COMPETENCY

6.13 Perform procedures related to the endocrine system.

PERFORMANCE OBJECTIVE

P6.13 Given scales, laboratory data, and client records, perform procedures related to the endocrine system. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.13 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess client's endocrine system through inspection and observation, including changes in weight, activity level, menstrual irregularities, and edema.
2. Evaluate client's subjective response.
3. Assist with diagnostic tests such as blood studies and radioactive scans.
4. Identify lab values (blood sugars T_3, T_4).
5. Test blood glucose level.
6. Maintain internal insulin pump.
7. Document observations and procedures.

RESOURCES

Audiovisuals: *Care of the Patient with Diabetes Mellitus* (filmstrip). Medcom/Trainex.

References:
Basic Nursing: Theory and Practice. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.14 Perform procedures related to the reproductive system.

PERFORMANCE OBJECTIVE

P6.14 Given examination table, speculum, cytology slides, gloves, irrigation set (vaginal), and other necessary supplies, perform procedures related to the reproductive system. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.14 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess client's reproductive system through inspection and observation of discharges, pruritus, and lesions.
2. Evaluate client's subjective response.
3. Assist with diagnostic procedures:
    - a. cultures
    - b. Pap smears
    - c. biopsies.
4. Drape client for pelvic examination.
5. Teach client breast or testicular examination.
6. Perform special perineal cleansing:
    - a. perineal care
    - b. sitz bath.
7. Perform a vaginal irrigation.
8. Document observations and procedures.

RESOURCES

Audiovisuals: "Pelvic Area--Female," "Pelvic Area--Male," *Health Assessment Series* (video). Opportunities for Learning.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.15 Perform procedures related to the urinary system.

PERFORMANCE OBJECTIVE

P6.15 Given chart forms, gloves, urinary catheters, drainage bags, collection devices, syringes, specimen containers, and straining device, perform procedures related to the urinary system. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.15 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's urinary system through palpation, inspection, and observation of urine, urination pattern, edema, and hydration status.
2. Evaluate the client's subjective response.
3. Assist with diagnostic procedures:
   a. sterile specimen
   b. specific gravity, glucose, and ketone bodies
   c. x-rays (KUP, IVP, retrograde pyelogram, cystogram)
   d. cystoscopy
   e. angiography
   f. renal scan and ultrasound.
4. Measure urinary output.
5. Monitor a retention catheter.
6. Perform a urinary catheterization:
   a. insertion (straight drainage, condom, retention)
   b. irrigation
   c. maintenance
   d. removal.
7. Collect urine specimens (routine, clean-catch, 24-hour).
8. Strain urine.
9. Demonstrate use of bedpans and urinals including fracture pan.
10. Assist with kidney dialysis.
11. Document observations and procedures.

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RESOURCES

Audiovisuals: *Urinary Care* (filmstrip). Medcom/Trainex.
Urine Elimination: Assessment and Intervention (set of 4 videos). Concept Media.

References: *Basic Nursing: Theory and Pracitce*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

Rambo's Nursing Skills for Clinical Practice. deWit.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.16 Perform procedures related to the integumentary system.

PERFORMANCE OBJECTIVE

P6.16 Given culture/biopsy supplies, adhesive tape, stoma skin care supplies, positioning devices, supportive aids, gloves, and other supplies, perform procedures related to the integumentary system. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.16 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's integumentary system through inspection and observation of skin color, integrity, lesions, and pruritus.
2. Evaluate the client's subjective response.
3. Obtain cultures from lesions.
4. Assist in obtaining biopsies of lesions.
5. Demonstrate procedures for prevention of pressure sores.
6. Demonstrate procedures related to skin and cast care.
7. Demonstrate skin care for the ostomy client.
8. Demonstrate nursing procedure in the care of a decubitus:
   a. prophylactic techniques
   b. therapeutic measures.
9. Document observations and procedures.

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RESOURCES

Audiovisuals: *Causes of Pressure Sores* (software). Computerized Educational Systems.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills and Techniques. Perry and Potter.
Clinical Nursing Skills. Smith and Duell.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.17 Perform procedures related to the neuro-sensory systems.

PERFORMANCE OBJECTIVE

P6.17 Given chart forms, penlight, and other supplies, perform procedures related to the neuro-sensory systems. Procedures must be performed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.17 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Assess the client's neuro-sensory systems through observation and neurocheck, including levels of consciousness, Glasgow Coma Scale, deep tendon reflexes, and signs and symptoms of increased intracranial pressure.
2. Evaluate the client's subjective response.
3. Assist with diagnostic procedures:
    - a. lumbar puncture
    - b. EEG
    - c. MRI
    - d. CT.
4. Irrigate an eye.
5. Irrigate an ear.
6. Care for contact lenses (remove, clean, and store), eyeglasses, and hearing aids.
7. Document observations and procedures.

RESOURCES

Audiovisuals: *Eye Care* (video). Films for the Humanities.
Eye, Ear, Nose: Irrigation and Instillation (video). Insight Media.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

6. PERFORMING NURSING PROCEDURES

COURSE

Practical Nursing

TASK/COMPETENCY

6.18 Perform procedures related to wound care.

PERFORMANCE OBJECTIVE

P6.18 Given sterile gloves, sterile dressings, tape, and other supplies, perform procedures related to wound care. Procedures must be performed according to agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.18 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review surgical aseptic techniques.
2. Remove and dispose of soiled dressing.
3. Assess wound.
4. Set up sterile field.
5. Monitor wound drainage systems.
6. Demonstrate suture and staple removal.
7. Demonstrate wound irrigation.
8. Apply sterile dressing (dry, wet-to-damp).
9. Document observations and procedures.

RESOURCES

Audiovisuals: *Surgical Wound Care* (video). Medcom/Trainex.

References: *Basic Nursing: Theory and Pracitce*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA	COURSE
6. PERFORMING NURSING PROCEDURES	Practical Nursing

TASK/COMPETENCY

6.19 Perform procedures related to pain management.

PERFORMANCE OBJECTIVE

P6.19 Given assessment tool, TENS Unit, PCA infuser, client chart, and simulated situation, perform procedures related to pain management. Procedures must be performed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.19 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss theories of pain.
2. Describe factors that influence pain response.
3. Describe physiologic, neurologic, and emotional mechanisms or effects of pain.
4. Assess the client experiencing pain.
5. Provide non-invasive pain relief methods:
   a. positioning
   b. touch
   c. relaxation techniques/biofeedback
   d. heat/cold applications
   e. TENS (transcutaneous electric nerve stimulation).
6. Review drug actions of narcotics and non-narcotics.
7. Administer analgesics.
8. Assist with controlled analgesia (PCA):
   a. instruct a client in use of PCA pump
   b. monitor client's operation of PCA pump.
9. Assess degree of pain relief.
10. Document observations and procedures.

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RESOURCES

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Clinical Nursing Skills. Smith and Duell.
Clinical Nursing Skills and Techniques. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Fundamental Skills and Concepts in Patient Care. Timby and Lewis.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA	COURSE
6. PERFORMING NURSING PROCEDURES	Practical Nursing

TASK/COMPETENCY

6.20 Perform procedures related to first aid and emergency care.

PERFORMANCE OBJECTIVE

P6.20 Given bandages, binders, towels, and other supplies, perform procedures related to first aid and emergency care. Procedures must be correct for the situation described, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C6.20 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss Emergency Medical Services.
2. Relate assessment techniques to emergency care.
3. Demonstrate procedures related to the control of external bleeding.
4. Administer first aid to a conscious or an unconscious choking victim.
5. Identify signs and symptoms of shock.
6. Demonstrate procedures for treating fractures, sprains, strains, and dislocations.
7. Demonstrate procedures used to treat a victim of heat or cold exposure.
8. Demonstrate procedures related to treating a victim of poisoning.
9. Demonstrate procedures related to treating a seizure victim.
10. Demonstrate procedures related to treating a burn victim.
11. Explain the concept of triage.
12. Perform an inventory of emergency care equipment including the Crash Cart.

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RESOURCES

Audiovisuals: *Emergency First Aid* (set of 8 filmstrips). Opportunities for Learning.
First Aid (set of 4 videos). Opportunities for Learning.

References: *Clinical Nursing Skills and Techniques*. Perry and Potter.
Foundation of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

7. EXPLORING CONCEPTS OF NUTRITION

TASKS/COMPETENCIES

7.1 Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.

7.2 Identify nutrients essential for optimal health and wellness.

7.3 Describe the digestion and metabolism of food.

7.4 Describe dietary guidelines recommended for health promotion.

7.5 Identify principles of food management and safety.

7.6 Explain basic dietary management techniques.

DUTY AREA	COURSE
7. EXPLORING CONCEPTS OF NUTRITION	Practical Nursing

TASK/COMPETENCY

7.1 Identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.

PERFORMANCE OBJECTIVE

P7.1 Given resources and classroom instruction, identify dietary patterns relating to ethnic, religious, cultural, and personal preferences.

CRITERION-REFERENCED MEASURE

C7.1 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss general food patterns of various religious and ethnic groups.
2. Identify the influence of personal preferences on dietary patterns.
3. Explain the effects of American food fads.
4. Identify psychological influences of food.

RESOURCES

References: *Applied Nutrition and Diet Therapy*. Burtis and others.
Basic Nutrition and Diet Therapy. Williams.
Essentials of Nutrition for the Health Professions. Holman.
Introductory Nutrition and Diet Therapy. Eschleman.
Nutrition Essentials and Diet Therapy. Poleman and Pecknpaugh.

DUTY AREA		COURSE
7.	EXPLORING CONCEPTS OF NUTRITION	Practical Nursing

TASK/COMPETENCY

7.2 Identify nutrients essential for optimal health and wellness.

PERFORMANCE OBJECTIVE

P7.2 Given photographs, medical records, and related information of a specified client with a nutritional disorder, identify nutrients essential for optimal health and wellness by reviewing client information and recommending a diet that would alleviate the disorders.

CRITERION-REFERENCED MEASURE

C7.2 Case study, rated acceptable based on criteria in instructor-provided guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *nutrition, food, nutrient, dietitian, nutritionist, nutritional status, malnutrition,* and *health.*

2. Describe the purposes of food in maintaining health.

3. Describe characteristics of nutritional status (good and poor).

4. List the six essential nutrients.

5. Describe the characteristics of carbohydrates including chemical composition, functions, food sources, requirements, classification, deficiency/excessive disorders.

6. Describe the characteristics of protein including chemical composition, functions, classification, food sources, requirements, and deficiency/excessive disorders.

7. Describe the characteristics of fat including chemical composition, function, classification, food sources, requirements, and deficiency/excessive disorders.

8. Describe the characteristics of vitamins including chemical composition, food sources, functions, requirements, classification, and deficiency/excessive disorders.

9. Describe the characteristics of minerals including chemical composition, food sources, function, requirements, classification, and deficiency/ excessive disorders.

10. Describe the characteristics of H_2O including fluid compartments, mechanisms of transportation, normal water loss, functions, sources, requirements, and deficiency/ excessive disorders.

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11. Identify forces that promote water and solutes across membranes: osmosis, diffusion, filtration, and active transport.

12. Identify control mechanisms of fluid balance.

RESOURCES

Audiovisuals: *Grab A,Byte* (software). National Dairy Council.
Nutripody (software). Orange Juice Software Systems.

References: *Applied Nutrition and Diet Therapy*. Burtis and others.
Basic Nutrition and Diet Therapy. Williams.
Essentials of Nutrition for the Health Professions. Holman.
Introductory Nutrition and Diet Therapy. Eschleman.
Nutrition Essentials and Diet Therapy. Poleman and Pecknpaugh.
Nutrition and Diet Therapy. Quillman.

DUTY AREA

7. EXPLORING CONCEPTS OF NUTRITION

COURSE

Practical Nursing

TASK/COMPETENCY

7.3 Describe the digestion and metabolism of food.

PERFORMANCE OBJECTIVE

P7.3 Given diagrams, classroom instruction, and other resources, describe the digestion and metabolism of food. Description should be made using appropriate medical terminology in accordance with instructor guidelines.

CRITERION-REFERENCED MEASURE

C7.3 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *digestion, absorption, metabolism, anabolism, catabolism, enzyme, coenzyme, hormone, calorie, kilocalorie*, and *empty calorie*.
2. Review the digestive process.
3. Describe digestion, absorption, and metabolism of carbohydrates.
4. Describe digestion, absorption, and metabolism of protein.
5. Identify signs and symptoms of nitrogen balance and imbalance.
6. Describe digestion, absorption, and metabolism of fat.
7. State factors that influence basal metabolic need.
8. Evaluate energy balance in relation to food intake, height, weight, and activity level.
9. Calculate energy supplied by specific foods.
10. List health problems associated with energy imbalance.
11. Identify the process of Krebs Cycle in energy production at the cellular level.
12. Describe hormonal effects of carbohydrates, fats, and proteins.

RESOURCES

Audiovisuals: *Introduction to the Exchange System* (video). National Health Video.

(continued)

References: *Applied Nutrition and Diet Therapy*. Burtis and others.
Basic Nutrition and Diet Therapy. Williams.
Essentials of Nutrition for the Health Professions. Holman.
Introductory Nutrition and Diet Therapy. Eschleman.
Nutrition Essentials and Diet Therapy. Poleman and Pecknpaugh.
Nutrition and Diet Therapy. Quillman.

DUTY AREA		COURSE
7.	EXPLORING CONCEPTS OF NUTRITION	Practical Nursing

TASK/COMPETENCY

7.4 Describe dietary guidelines recommended for health promotion.

PERFORMANCE OBJECTIVE

P7.4 Given guidelines and classroom discussion, describe dietary guidelines recommended for health promotion by developing a diet plan for a selected client. Plan must include all items described in instructor-provided guidelines and be presented in the proper format.

CRITERION-REFERENCED MEASURE

C7.4 Written diet plan, rated acceptable according to criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the origins of nutritional guidelines.
2. Explain the purpose of Recommended Dietary Allowances and *Dietary Guidelines for Americans* as nutritional standards.
3. Discuss the concept of basic food groups and the Food Guide Pyramid.
4. Assess dietary intake using an exchange diet list.
5. Evaluate diets in accordance with accepted standards.
6. Identify risk factors related to improper nutrition.
7. Identify government programs that address nutritional concerns such as WIC and WIN.

RESOURCES

Audiovisuals: *Nutrition Kit: Eating Sensibly* (video). Learning Seed.
What Did You Eat Yesterday? (software: Apple, MAC, IBM). Learning Seed.

(continued)

References: *Applied Nutrition and Diet Therapy*. Burtis and others.
Basic Nutrition and Diet Therapy. Williams.
Nutrition and Your Health: Dietary Guidelines for Americans. U. S. Department of Agriculture and U. S. Department of Health and Human Services.
Essentials of Nutrition for the Health Professions. Holman.
The Food Guide Pyramid. Human Nutrition Information Service.
Introductory Nutrition and Diet Therapy. Eschleman.
Nutrition Essentials and Diet Therapy. Poleman and Pecknpaugh.
Nutrition and Diet Therapy. Quillman.

DUTY AREA

7. EXPLORING CONCEPTS OF NUTRITION

COURSE

Practical Nursing

TASK/COMPETENCY

7.5 Identify principles of food management and safety.

PERFORMANCE OBJECTIVE

P7.5 Given examples of food labels, an instructor-prepared diagram, and resources, identify principles of food management and safety by completing a flowchart. Chart should include precautions and specific procedures to ensure safety and nutritional quality of an item beginning with the initial purchase through the storage.

CRITERION-REFERENCED MEASURE

C7.5 Flow-chart, rated acceptable based on criteria specified

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Interpret food labels.
2. Identify controls that ensure food quality.
3. List the microorganisms responsible for most food-related illness.
4. Describe methods to prevent foodborne illness.
5. Identify nutritionally sound responses to common food fads and fallacies.
6. Apply nutritional principles to the purchase of food.
7. Identify purposes and hazards of food additives.
8. List the symptoms of food infection/poisoning.
9. List natural foods that contain toxic substances.
10. Identify principles of food preparation for the home-bound client.
11. Select foods appropriate for the home-bound client who needs special menus (e.g., diabetic menu).

RESOURCES

Audiovisuals: *How To Read a Food Label* (video). National Health Video.

(continued)

References: *Applied Nutrition and Diet Therapy*. Burtis and others.
Basic Nutrition and Diet Therapy. Williams.
Health Assistant II: Home Health Aide Task Analyses. Virginia Department of Education.
Essentials of Nutrition for the Health Professions. Holman.
Introductory Nutrition and Diet Therapy. Eschleman.
Nutrition Essentials and Diet Therapy. Poleman and Pecknpaugh.

DUTY AREA

7. EXPLORING CONCEPTS OF NUTRITION

COURSE

Practical Nursing

TASK/COMPETENCY

7.6 Explain basic dietary management techniques.

PERFORMANCE OBJECTIVE

P7.6 Given classroom instruction, observation, and resources, explain dietary management techniques incorporated in client care.

CRITERION-REFERENCED MEASURE

C7.6 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe standard agency diets including regular, soft, and liquid.
2. Identify adjustments in diet for specific conditions or disorders, such as diabetic, low sodium, and lactose-free diets.
3. Select foods for a specific diet order.
4. Identify the principles and purposes of nutritional supplements such as Total Parenteral Nutrition and enteral nutrition.

RESOURCES

Audiovisuals: *Enteral Feeding Tubes*, Part 2 (video). Concept Media.
Feeding The Patient (video). Medcom/Trainex.

References: *Applied Nutrition and Diet Therapy*. Burtis and others.
Basic Nutrition and Diet Therapy. Williams.
Essentials of Nutrition for the Health Professions. Holman.
Introductory Nutrition and Diet Therapy. Eschleman.
Nutrition Essentials and Diet Therapy. Poleman and Pecknpaugh.
Nutrition and Diet Therapy. Quillman.

DUTY AREA

8. ADMINISTERING MEDICATIONS

TASKS/COMPETENCIES

8.1 Identify general principles of pharmacology.

8.2 Identify principles of drug action.

8.3 Calculate doses of medications.

8.4 Explain the principles of medication administration.

8.5 Administer medications.

8.6 Identify characteristics of major drugs.

DUTY AREA

8. ADMINISTERING MEDICATIONS

COURSE

Practical Nursing

TASK/COMPETENCY

8.1 Identify general principles of pharmacology.

PERFORMANCE OBJECTIVE

P8.1 Given drug reference books, examples of liquid, solid, and percutaneous medications, and information on the legal aspects of medication administration, identify general principles of pharmacology. Identification includes successfully demonstrating the use of a drug reference book, stating legal requirements related to the administration of medication, and the completion of an instructor-prepared test.

CRITERION-REFERENCED MEASURE

C8.1 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *pharmacology, drug, generic, pharmacopeia, antibiotic,* and *nonsteroidal.*
2. Identify chemical, generic, and brand names of specified drugs.
3. Demonstrate how to use three drug reference books.
4. State the drug reference that establishes legal standards for drugs.
5. Identify laws and agencies that regulate drug production, distribution, and use.
6. Classify a list of drugs according to control schedule.
7. Explain the ethical and legal responsibilities of the nurse for administration of medication.
8. List the sources of drugs; give an example of a drug derived from each source.
9. Describe the forms in which drugs may be available.

RESOURCES

References: *Basic Pharmacology for Nurses.* Clayton and Stock.
Nurse's Handbook of Drug Therapy. Springhouse.

DUTY AREA

8. ADMINISTERING MEDICATIONS

COURSE

Practical Nursing

TASK/COMPETENCY

8.2 Identify principles of drug action.

PERFORMANCE OBJECTIVE

P8.2 Given charts, pharmaceutical references, and classroom instruction, identify principles of drug action by specifying physiological, psychological, and other factors of drug action and interaction.

CRITERION-REFERENCED MEASURE

C8.2 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *pharmacokinetics, biotransformation, side effect, tolerance, allergic reaction, potentiation,* and other terms related to the actions and interactions of drugs.
2. State the therapeutic purpose of drugs.
3. Describe factors such as blood levels that affect drug absorption.
4. Describe factors that affect drug distribution.
5. Identify factors that affect drug metabolism and biotransformation.
6. Explain factors that influence drug excretion.
7. Describe factors involved in the determination of drug dosage.
8. Explain drug dependency.
9. List the general types of drug effects.
10. Explain drug incompatibility.

RESOURCES

Audiovisuals: *Principles of Pharmacology* (software). Intellectual Software.

References: *Basic Pharmacology for Nurses*. Clayton and Stock.
Introduction to Clinical Pharmacology. Edmunds.
Introductory Clinical Pharmacology. Scherer.
Nurse's Handbook of Drug Therapy. Springhouse.

DUTY AREA		COURSE
8.	ADMINISTERING MEDICATIONS	Practical Nursing

TASK/COMPETENCY

8.3 Calculate doses of medications.

PERFORMANCE OBJECTIVE

P8.3 Given measuring devices and simulated situations, calculate doses of medications. Calculations should include all conversions.

CRITERION-REFERENCED MEASURE

C8.3 Instructor-prepared worksheet and demonstration, rated acceptable according to instructor-provided criteria

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Differentiate among metric, apothecary, and household systems of measurement.
2. Demonstrate basic math skills.
3. List commonly used equivalents.
4. Convert systems of measurement to calculate doses of medication.
5. Use formulas to calculate doses of medication.
6. Identify Clark's rule for calculating pediatric doses.

RESOURCES

Audiovisuals: *Eliminating Pediatric Medication Errors* (software). Computerized Educational Systems.
Math General Hospital (software). Computerized Educational Systems.

References: *Calculations of Drug Dosages*. Radcliff and Ogden.
Dosage Calculations. Pickar.
Math for Nurses. Boyer.
Nurse's Handbook of Drug Therapy. Springhouse.

DUTY AREA

8. ADMINISTERING MEDICATIONS

COURSE

Practical Nursing

TASK/COMPETENCY

8.4 Explain the principles of medication administration.

PERFORMANCE OBJECTIVE

P8.4 Given sample drug orders, classroom instruction, equipment, and supplies, explain the principles of medication administration. Explanation should indicate proper use of medication orders, terms, and symbols, identification of safety precautions, and information on patient's rights regarding medication administrations.

CRITERION-REFERENCED MEASURE

C8.4 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe agency drug distribution systems, including stock and unit dose.
2. Describe the relationship of the Patient's Bill of Rights to the adminsitration of medication.
3. Identify information, including common abbreviations and symbols, that a drug order must contain.
4. Interpret medication orders.
5. Identify the six rights of medication administration.
6. Describe methods to ensure that the rights are followed.
7. Describe causes of common errors made in drug administration.
8. State the steps to follow when a medication error occurs.
9. Describe routes of drug administration, indicating relative rates of absorption, effectiveness, and safety of each.
10. Identify types of syringes used for injections.
11. Describe size and length of needles used for injections.
12. List the general rules for proper administration of drugs.
13. Identify drugs that interact with food.

(continued)

RESOURCES

Audiovisuals: *Administration of Medications* (filmstrip). Brady.
Avoiding Medication Errors (video). Springhouse.

References: *Basic Pharmacology for Nurses*. Clayton and Stock.
Introductory Clinical Pharmacology. Scherer.
Nurse's Handbook of Drug Therapy. Springhouse.

DUTY AREA		**COURSE**
8.	ADMINISTERING MEDICATIONS	Practical Nursing

TASK/COMPETENCY

8.5 Administer medications.

PERFORMANCE OBJECTIVE

P8.5 Given instructor demonstration, various syringes, topical medications, capsules, disposable gloves, and other supplies, administer medications. The medication order must be interpreted correctly, medication prepared and administered correctly, client comfort and reaction noted properly, and all charting procedures completed correctly. All safety procedures must be observed.

CRITERION-REFERENCED MEASURE

C8.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Differentiate between unit dose and other traditional methods of medication administration.
2. Interpret medication orders.
3. Describe variations in preparing medications when using a unit dose system.
4. Outline the steps in preparing for oral administration of medications.
5. Outline steps in preparing for parenteral injection.
6. State the purpose for using the Z-tract technique.
7. Describe modifications of procedures for administering medications to elderly clients.
8. Describe assessment factors used for applying medications to skin and mucous membranes.
9. Outline steps for applying a topical vasodilator.
10. Outline steps for instilling eye drops and ointment.
11. Outline steps for instilling nose drops.
12. Outline steps for instilling ear drops (adult).
13. List steps for inserting a rectal/vaginal suppository.

(continued)

14. Read a medicine glass.
15. Pour oral medications.
16. Mix two medications in a syringe.
17. Prepare an injection from a vial and from an ampule.
18. Locate intramuscular injection sites.
19. Locate subcutaneous injection sites, and locate intradermal injection sites.
20. Administer intramuscular, subcutaneous, and intradermal injections.
21. Administer sublingual and buccal medications.
22. Apply topical medication.
23. Administer inhalants, including aromatic ammonia.
24. Prepare and inject insulin.
25. Calculate intravenous drip rates.
26. Demonstrate documentation of drug administration.

RESOURCES

Audiovisuals: "Administering Oral, Topical, Suppository and Inhalant Medications," "Administering Intramuscular, Intradermal and Subcutaneous Medications." *Medication Administration Series* (video). Medcom/Trainex.

Medications: Administration and Absorption (4 video programs). Concept Media.

Eliminating Medication Errors (software). Computerized Educational Systems.

"Equipment Preparation," "Preparing Medication from an Ampule," "Preparing Medication from a Vial," "Site Selection and Injection Techniques." *Parenteral Medication Administration* (5 video programs). Concept Media.

Preparation and Administration of Oral Medications (video). Insight Media.

References: *Basic Pharmacology for Nurses*. Clayton and Stock.
Modules for Basic Nursing Skills. Ellis and others.
Nurse's Handbook of Drug Therapy. Springhouse.
Techniques in Clinical Nursing. Kozier and Erb.

DUTY AREA	COURSE
8. ADMINISTERING MEDICATIONS	Practical Nursing

TASK/COMPETENCY

8.6 Identify characteristics of major drugs.

PERFORMANCE OBJECTIVE

P8.6 Given guidelines and instructional resources, identify the characteristics of the major drug groups.

CRITERION-REFERENCED MEASURE

C8.6 Instructor prepared test, average or above according to program standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. List the actions and uses of the major drug groups (see Handout 8.6).
2. Identify common adverse reactions associated with the major drug groups.
3. Describe the most common drug interactions.
4. Apply the nursing process to a client receiving a drug.
5. Develop specific teaching plans for clients taking medications.
6. Demonstrate techniques of preparing drug cards.

RESOURCES

References: *Basic Pharmacology for Nurses.* Clayton and Stock.
Davis's Drug Guide for Nurses. Deglin and Vallerand.
Introductory Clinical Pharmacology. Scherer.
Nurse's Handbook of Drug Therapy. Springhouse.

HANDOUT 8.6

CHARACTERISTICS OF DRUG GROUPS

A. Drugs that affect the central nervous system

1. Cerebral stimulants
2. Respiratory stimulants
3. Analgesics
    a. Narcotics
    b. Narcotic antagonists
    c. Non-narcotics
    d. Analgesics with antipyretic activity
4. Anticonvulsants
5. Psychotherapeutic agents
    a. Antidepressants
    b. Hypnotics and sedatives
    c. Antipsychotics agents
    d. Antianxiety agents
    e. Antimanics

B. Drugs that affect the autonomic nervous system

1. Adrenergic drugs
2. Adrenergic blocking drugs
3. Cholinergic drugs
4. Cholinergic blocking drugs

C. Drugs that affect the cardiovascular system

1. Cardiac stimulants
2. Cardiac depressants
3. Renal system diuretics
4. Anticoagulants and coagulants
5. Antihypertensives and vasodilators
6. Emergency drugs used to treat shock and hypertension
7. Antihyperlipidemics
8. Thrombolytic enzymes

D. Drugs that affect the gastrointestinal system

1. Digestants
2. Antacids
3. Anticholinergics
4. Antiflatulants
5. Emetics
6. Antiemetics
7. Anthelminths
8. Laxatives and cathartics
9. Antidiarrheals
10. Histamine inhibitors

E. Drugs that affect the respiratory system

1. Antitussives
2. Bronchodilators
3. Decongestants
4. Mucolytics

Handout 8.6 (continued)

5. Antihistamines
6. Antitubercular drugs

F. Drugs that affect the musculoskeletal system

1. Antiinflammatory analgesics
2. Skeletal muscle relaxants
3. Antiarthritis drugs
4. Antigout drugs

G. Drugs used in treating infectious diseases

1. Antimicrobials (antibiotics)
    a. Penicillins
    b. Cephalosporins
    c. Tetracyclines
    d. Erythromycins
    e. Aminoglycosides
2. Sulfonamides (antiinfectives)
3. Antifungals
4. Antimalarials
5. Antiviral
6. Anti parasitic

H. Drugs that affect the genitourinary system

1. Antiinfectives
2. Spasmolytics
3. Diuretics
4. Venereal disease treatment

I. Drugs that affect the endocrine system

1. Pituitary hormones
2. Insulin and oral hypoglycemics
3. Thyroid preparations
4. Estrogens and progestens
5. Androgens
6. Adrenal hormones
7. Uterine agents

J. Miscellaneous drugs

1. Vitamins and minerals
2. Vaccines and serums
3. Antienoplastic agents
4. Antivertigo agents
5. Antabuse
6. Drugs that affect the blood
7. Transdermal nicotine patches

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

TASKS/COMPETENCIES

9.1 Identify principles of wellness.

9.2 Explain physiological aspects of the illness and disease process.

9.3 Identify signs and symptoms of diseases and disorders.

9.4 Identify common diagnosis procedures.

9.5 Identify common treatment modalities.

9.6 Apply the nursing process to the surgical client.

9.7 Apply the nursing process to a client with neoplastic disease.

9.8 Apply the nursing process to a client with Acquired Immunodeficiency Syndrome.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.1 Identify principles of wellness.

PERFORMANCE OBJECTIVE

P9.1 Given observation opportunities, resources, and classroom instruction, identify principles of wellness. Identification should be made in laboratory and clinical environments in accordance with instructor-provided guidelines.

CRITERION-REFERENCED MEASURE

C9.1 Instructor-provided worksheet, rated acceptable based on criteria provided in guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terms related to wellness, such as *homeostasis*, *health maintenance*, *eustress*, and *adaptation*.
2. Discuss stress factors.
3. Describe lifestyles that maintain wellness.
4. Identify sources of natural body defenses.
5. Describe ways to maintain or improve body defenses such as immunizations and nutrition.

RESOURCES

Audiovisuals: *Health Ways* (software: Apple, IBM). Opportunities for Learning.
Stress (set of 8 videos). Concept Media.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Foundations of Nursing. Christensen and Kockrow.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.2 Explain physiological aspects of the illness and disease process.

PERFORMANCE OBJECTIVE

P9.2 Given diagrams, classroom instruction, and references, explain physiological aspects of the illness and disease process.

CRITERION-REFERENCED MEASURE

C9.2 Instructor-prepared test, average or above average rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain classifications of diseases : neoplastic, infectious, hereditary, and congenital.
2. Discuss terms related to the course of the disease process including *chronic*, *acute*, *remission*, *terminal*, and *exacerbation*.
3. Describe the body's response to disease, including common signs and symptoms, inflammatory process, and infection.
4. Identify classifications of microorganisms: explain the relationship of each to the disease process.

RESOURCES

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Foundations of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Total Patient Care. Hood and Dincher.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.3 Identify signs and symptoms of diseases and disorders.

PERFORMANCE OBJECTIVE

P9.3 Given resources, guidelines, simulated situations, and classroom instruction, identify common signs and symptoms related to diseases and disorders. Identification should be made by participating in simulated situations in which client is assessed for signs and symptoms.

CRITERION-REFERENCED MEASURE

C9.3 Assessment, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review therapeutic communication skills.
2. Perform head-to-toe assessment in the laboratory or clinical setting.
3. Formulate an assessment summary.
4. Document nursing assessment.

RESOURCES

References: *Basic Nursing: Theory and Practice.* Potter and Perry.
Foundations of Nursing. Christensen and Kockrow.
Total Patient Care. Hood and Dincher.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.4 Identify common diagnostic procedures.

PERFORMANCE OBJECTIVE

P9.4 Given classroom instruction, opportunities for observation, and resources, identify common diagnostic procedures.

CRITERION-REFERENCED MEASURE

C9.4 Instructor-prepared test, acceptable or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify components of client history.
2. Correlate relevance of history to diagnoses and treatment.
3. Identify methods of performing a physical examination.
4. Correlate relevance of physical examination to diagnoses and treatment.
5. Describe the following laboratory tests: hematology, chemistry, and bacteriology.
6. Identify common imaging tests including x-ray, MRI, CT, and ultrasound.
7. Explain surgical procedures such as biopsy and thoracentesis.
8. Describe common endoscopic procedures.
9. Discuss additional diagnostic procedures such as EKG, EMG, and EEG.

RESOURCES

Audiovisuals: *Heart Abnormalities and EKGs* (software: Apple). Opportunities for Learning.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Diagnostic Test Implications. Springhouse.
Foundations of Nursing. Christensen and Kockrow.
Total Patient Care. Hood and Dincher.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.5 Identify common treatment modalities.

PERFORMANCE OBJECTIVE

P9.5 Given resources and observation opportunities, describe common treatment modalities.

CRITERION-REFERENCED MEASURE

C9.5 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe the following treatment modalities:
    a. nutritional therapy
    b. drug therapy
    c. surgical intervention
    d. respiratory therapy
    e. chemotherapy/radiation
    f. physical therapy
    g. occupational therapy
    h. psychotherapy
    i. music therapy
    j. recreational therapy.

2. Describe the nurse's role in each of the treatment modalities.

RESOURCES

References: *Basic Nursing: Theory and Practice.* Potter and Perry.
Foundations of Nursing. Christensen and Kockrow.
Total Patient Care. Hood and Dincher.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.6 Apply the nursing process to the surgical client.

PERFORMANCE OBJECTIVE

P9.6 Given pre-op checklist, flow sheets, and other resources, apply the nursing process to the surgical client. Checklist must be completed and followed in accordance with agency policy.

CRITERION-REFERENCED MEASURE

C9.6 Pre-op checklist and instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify fears and anxieties of the client experiencing surgery; relate nursing interventions to address these fears and anxieties.
2. Discuss risk factors for the surgical client; identify related teaching that may reduce or eliminate the risk.
3. Discuss routine pre-op preparation and the nurse's role.
4. Prepare a surgical checklist.
5. Describe the impact of same-day surgery or out-patient surgery on client preparation.
6. Explain nursing responsibilities during the intra-operative period.
7. Identify types of anesthesia and associated implications for nursing care during the immediate post-anesthesia period.
8. Discuss nursing responsibilities during the post-operative period.
9. Identify major complications that may occur during the post-operative period and the medical and nursing prevention/management of each.

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RESOURCES

Audiovisuals: *Preoperative and Postoperative Care* (video). Medcom/Trainex.

References:
Basic Nursing: Theory and Practice. Potter and Perry.
Foundations of Nursing. Christensen and Kockrow.
Rambo's Nursing Skills for Clinical Practice. deWit.
Total Patient Care. Hood and Dincher.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.7 Apply the nursing process to a client with neoplastic disease.

PERFORMANCE OBJECTIVE

P9.7 Given resources, checklist, and client chart, apply the nursing process to the client with neoplastic disease. Application must be rated acceptable according to program standards.

CRITERION-REFERENCED MEASURE

C9.7 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology related to neoplastic disease: *adenocarcinoma, malignant, benign,* and *metastasis*.
2. Describe common conceptions and misconceptions related to cancer.
3. Discuss the incidence and cure rate of specific types of cancer.
4. Identify concepts related to oncological nursing such as the value of positive attitude, the importance of early detection, and preventative methods.
5. List common diagnostic tests for early detection of various cancers.
6. Discuss pathology of neoplasms; distinguish between benign and malignant.
7. Discuss etiology of cancer and relate to risk factors.
8. List cancer's warning signals.
9. Describe the nursing interventions for the client undergoing surgery, radiation, chemotherapy, immunotherapy, and bone marrow transplantation.
10. Describe nursing interventions that provide support for the family and the client.

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RESOURCES

Audiovisuals: *Cancer* (software: Apple, IBM). Opportunities for Learning.
Cancer: What It Is, How to Beat It (set of 3 filmstrips). Opportunities for Learning.
Care of Client Receiving Radiation Therapy (software). Computerized Educational Systems.
Managing the Side Effects of Chemotherapy I and II (software). Computerized Educational Systems.

References: *Basic Nursing: Theory and Practice*. Potter and Perry.
Foundations of Nursing. Christensen and Kockrow.
Total Patient Care. Hood and Dincher.

DUTY AREA

9. APPLYING CONCEPTS RELATED TO THE PROCESS OF WELLNESS AND ILLNESS

COURSE

Practical Nursing

TASK/COMPETENCY

9.8 Apply the nursing process to a client with Acquired Immunodeficiency Syndrome.

PERFORMANCE OBJECTIVE

P9.8 Given resources, client chart, and checklist, apply the nursing process for the client with Acquired Immunodeficiency Syndrome. Application must be rated acceptable according to program standards.

CRITERION-REFERENCED MEASURE

C9.8 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss immune responses of the body.
2. Explain pathophysiology of a depressed immune system.
3. Identify factors relating to the prevention of HIV infection.
4. Identify nursing interventions in the management of the client.
5. Describe the nursing assessment of the client.
6. Explain the purpose and nursing management of selected diagnostic tests.
7. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.
8. Review skills related to the nursing management of the client.
9. Identify nursing diagnoses related to the client with HIV infection or AIDS.
10. Discuss the pre-and post-operative nursing care of the client undergoing surgical procedures.
11. Integrate the use of pharmacological agents in the nursing management of the client.
12. Incorporate dietary principles in the care of the client.
13. Provide educational guidelines for the client and significant others.

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RESOURCES

Audiovisuals: *AIDS: Facts and Fears, Crisis and Controversy* (video). Opportunities for Learning.
AIDS: Prevention for Nursing Professionals (video). Opportunities for Learning.
Now That You Know: Living Healthy with HIV (set of 4 videos). Concept Media.

References: *AIDS and HIV Infection.* Grimes and Grimes.
Foundations of Nursing. Christensen and Kockrow.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

TASKS/COMPETENCIES

10.1 Apply the nursing process for a client with a disorder of the muscular and skeletal systems.

10.2 Apply the nursing process for a client with a disorder of the circulatory system.

10.3 Apply the nursing process for a client with a disorder of the respiratory system.

10.4 Apply the nursing process for a client with a disorder of the gastrointestinal system.

10.5 Apply the nursing process for a client with a disorder of the endocrine system.

10.6 Apply the nursing process for a client with a disorder of the reproductive system.

10.7 Apply the nursing process for a client with a disorder of the urinary system.

10.8 Apply the nursing process for a client with disorders of the integumentary systems.

10.9 Apply the nursing process for a client with a disorder of the nervous system.

10.10 Apply the nursing process for a client with a disorder of the neuro-sensory system.

10.11 Apply the nursing process for a client with a disorder of the hematologic or lymphatic systems.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.1 Apply the nursing process for a client with disorders of the muscular and skeletal systems.

PERFORMANCE OBJECTIVE

P10.1 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with disorders of the muscular and skeletal systems. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.1 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *callus*, *external fixation*, *neurovascular assessment*, *prosthesis*, *reduction*, and *rehabilitation*.

2. Review the anatomy and physiology of the muscular and skeletal systems.

3. Identify factors related to the prevention of muscular and skeletal systems disorders such as exercise, weight control, and body mechanics.

4. Identify the hazards of immobility related to each of the following systems: circulatory, respiratory, gastrointestinal, integumentary, urinary, muscular, and skeletal. Relate hazards to the psychosocial effect.

5. Describe the steps included in the nursing assessment of the muscular and skeletal systems including the neurovascular assessment.

6. Explain the purpose and nursing management of the following diagnostic tests:

   bone scan
   wound culture
   CT scan
   urine studies
   arthroscopy
   myelogram
   radiologic studies
   electromyography
   magnetic resonance imaging
   blood studies (uric acid, calcium, phosphorus, rheumatoid factor)
   bone/muscle biopsies.

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7. Demonstrate procedures related to the operation of pressure relieving beds/mattresses and air pillows.

8. Review skills related to cast care, decubiti prevention, active/passive range-of-motion, and use of orthopedic devices.

9. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of disorders such as congenital deformities, traumatic injuries (fractures, dislocations, sprains, contusions, whiplash), low back pain, osteoporosis, carpal tunnel syndrome, rheumatoid disorders (rheumatoid arthritis, osteoarthritis, gout, ankylosing spondylitis, lupus erythematosus), and neoplasms of the muscles/bones.

10. Identify nursing diagnoses related to the client with muscular and skeletal system disorders.

11. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

12. Explain the pre-and post-operative nursing care of the client experiencing surgical procedures such as amputation, total joint replacement, arthroplasty, open reduction with internal/external fixation, and bunionectomy.

13. Explain the integration of the following in the pharmacological management of the client: anti-inflammatory drugs (NSAIDS and corticosteroids), gold salts, muscle relaxants, antihyperuricemic drugs, narcotics and nonnarcotics, antibiotics, and cytotoxic drugs.

14. Incorporate dietary principles in the care of the client.

15. Implement the plan of care.

16. Demonstrate educating the client to use assistive devices such as walkers, crutches, and canes; to perform passive/active exercises; and to determine ways to prevent falls.

17. Document according to agency policy.

18. Evaluate the effectiveness of nursing management provided.

RESOURCES

Audiovisuals: *Surgical Treatment of a Herniated Lumbar Disk* (filmstrip). Medcom/Trainex.

References:
Essentials of Medical-Surgical Nursing. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA		COURSE
10.	UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT	Practical Nursing

TASK/COMPETENCY

10.2 Apply the nursing process for a client with a disorder of the circulatory system.

PERFORMANCE OBJECTIVE

P10.2 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the circulatory system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.2 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *aneurysm*, *arrhythmia*, *atheroma*, *cardioversion*, *defibrillation*, *ischemia*, *depolarization*, *infarction*, and *stenosis*.
2. Review the anatomy and physiology of the circulatory system.
3. Identify factors related to the prevention of disorders of the circulatory system including diet, exercise, life style, and stress management.
4. Describe the steps included in the nursing assessment of the circulatory system.
5. Explain the purpose and nursing management of the following diagnostic tests: echocardiogram, radiographic studies (computed tomography, magnetic resonance imaging), blood studies (electrolytes, cholesterol, triglycerides, creatinine, serum enzymes and isoenzymes, coagulation studies, and arterial blood gases), electrocardiogram, and stress testing.
6. Demonstrate procedures related to the application of TEDS and other antithrombotic devices.
7. Review skills related to blood pressure, pulses, Homan's sign, CPR, auscultation of heart sounds, use of doppler, and the assistance with oxygen delivery equipment.

(continued)

8. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of disorders such as cardiac arrhythmias, valvular disorders of the heart, hypertension, occlusive disorders (coronary artery disease, angina pectoris, myocardial infarction, Raynaud's disease, embolism, thrombosis, phlebothrombosis, arterial occlusive disease), blood vessel wall disorders, and infectious/inflammatory disorders.

9. Identify nursing diagnoses related to the client with a cardiovascular disorder.

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Explain the pre- and post-operative nursing care of the client experiencing surgical procedures such as coronary artery bypass, commissurotomy, aortic aneurysm repair, embolectomy, vein ligation, and insertion of pacemaker.

12. Explain the integration of the following pharmacological agents in the nursing management of the client:

    cardiotonics
    antiarrhythmics
    antihypertensives
    calcium blockers
    anticoagulants
    beta blockers
    vasodilators
    thrombolytic agents.

13. Incorporate dietary principles such as low sodium diet, low fat diet, and low cholesterol diet in the care of the client.

14. Implement the plan of care.

15. Provide educational guidelines.

16. Document according to agency policy.

17. Evaluate the effectiveness of nursing management provided.

RESOURCES

Audiovisuals: *Arrhythmias: Case Studies in Management* (software: IBM). Opportunities for Learning.
Cardiac A & P (software). Computerized Educational Systems.
Congestive Heart Failure (video). Sacred Heart Medical Center.
Heart Abnormalities and EKGs (software: Apple). Opportunities for Learning, Inc.

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.3 Apply the nursing process for a client with a disorder of the respiratory system.

PERFORMANCE OBJECTIVE

P10.3 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the respiratory system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.3 Instructor-prepared test, average or above rating and clinical evaluation forms, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *hypoxemia*, *atelectasis*, *hemoptysis*, *orthopnea*, *tracheostomy*, and *vital capacity*.
2. Review the anatomy and physiology of the respiratory system.
3. Identify factors related to the prevention of disorders of the respiratory system such as cessation of smoking and health teaching.
4. Describe the steps included in the nursing assessment of respiratory disorders.
5. Explain the purpose and nursing management of the following diagnostic tests: lung perfusion scan, radiologic studies (chest x-rays, fluoroscopy, pulmonary angiogram), arterial blood gasses, biopsy, thoracic computerized tomography, and pulse oximetry.
6. Review and demonstrate procedures related to ventilators and use of oxygen delivery systems.
7. Demonstrate skills related to CPR, sputum collections, suctioning, tracheostomy care, intradermal injections, and chest physical therapy.

(continued)

8. Describe the pathophysiology, clinical manifestations, nursing management, and treatment modalities of the following disorders:

   nasal polyps
   epistaxis
   emphysema
   pneumothorax
   pulmonary embolus
   atelectasis
   inflammatory/infectious disorders
      (tonsillitis, peritonsilar abscess, pharyngitis, bronchiectasis, pneumonia, influenza, pulmonary tuberculosis).

9. Identify nursing diagnosis related to the client with respiratory disorders.

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Explain the pre- and post-operative nursing care of the client experiencing surgical procedures such as tracheostomy, tonsillectomy, laryngectomy, and pneumonectomy.

12. Explain integration of the following pharmacological agents in the nursing management of the client: antihistamines, expectorants, corticosteriods, antitussive, bronchodilators, and antituberculosis drugs.

13. Incorporate dietary principles in the care of the client; include tube feedings.

14. Implement the plan of care.

15. Provide educational guidelines.

16. Document according to agency policy.

17. Evaluate the effectiveness of nursing management provided.

RESOURCES

Audiovisuals: *Respiratory Diseases and Disorders* (software: Apple, IBM). Opportunities for Learning.

References:
Essentials of Medical-Surgical Nursing. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.4 Apply the nursing process for a client with a disorder of the gastrointestinal system.

PERFORMANCE OBJECTIVE

P10.4 Given classroom instruction, a clinical assignment, and necessary equipment and supplies, apply the nursing process for a client with a disorder of the gastrointestinal system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.4 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *decompression, fissure, evisceration, strangulated,* and *absorption*.
2. Review the anatomy and physiology of the gastrointestinal system.
3. Identify factors related to the prevention of gastrointestinal system disorders such as high fiber, low fat diets, weight control, and lifestyle.
4. Describe the steps included in the nursing assessment of gastrointestinal disorders.
5. Explain the purpose and nursing management of the following diagnostic tests: endoscopy, barium enema, ultrasonography, nuclear imaging, gastric analysis, and paracentesis.
6. Review and demonstrate procedures related to NG tubes, collection of specimens, auscultation of bowel sounds, testing for occult blood, and administration of enteral feedings.
7. Perform procedures related to ileostomy/colostomy care.

(continued)

8. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of selected disorders such as obesity, malnutrition, periodontal disorders, hiatal hernia, esophageal varices, peptic ulcer disease, cirrhosis of the liver, and inflammatory/infectious disorders (stomatitis, Crohn's disease, appendicitis, peritonitis, diverticulitis, and Hepatitis A, B, C, and D).

9. Identify nursing diagnoses related to the client with disorders of the gastrointestinal system.

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Discuss pre- and post-operative nursing care of the client experiencing surgical procedures such as esophagectomy, colostomy, appendectomy, duodenostomy, pyloroplasty, ileostomy, hemorrhoidectomy, and gastric resection.

12. Identify pharmacological agents often associated with gastrointestinal procedures, and integrate these agents into nursing management plans. Include nonsystemic antacids; laxatives, cathartics, and stool softeners; digestants; antidiarrheal agents; emetics and antiemetics; and anticholinergics.

13. Incorporate dietary principles such as soft, high fiber, low residue, and bland diets in the care of the client.

14. Implement the plan of care.

15. Provide educational guidelines.

16. Document according to agency policy.

17. Evaluate the effectiveness of nursing management.

RESOURCES

Audiovisuals: *Colostomy* (slides). Vision Multimedia Communications.
Peptic Ulcer (software). J. B. Lippincott.
The Stomach and Its Disorders (video). Opportunities for Learning.

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA		COURSE
10.	UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT	Practical Nursing

TASK/COMPETENCY

10.5 Apply the nursing process for a client with a disorder of the endocrine system.

PERFORMANCE OBJECTIVE

P10.5 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the endocrine system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.5 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *glycosuria, goiter, exophthalmos, Ketoacidosis, myxedema, neuropathy, retinopathy*, and *insulin coma.*
2. Review the anatomy and physiology of the endocrine system.
3. Identify factors related to the prevention of disorders of the endocrine system.
4. Describe the steps included in the nursing assessment of endocrine disorders.
5. Explain the purpose and nursing management of the following diagnostic tests: blood chemistry, urine testing, radionuclide studies, thyroid scan, biopsy, and radiography.
6. Demonstrate procedures related to Trousseau's sign and Chevostek's sign.
7. Review skills related to blood glucose monitoring, subcutaneous injections, and testing urine for glucose and acetone.
8. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of disorders such as endemic goiter, hypothyroidism, hyperthyroidism, acromegaly, diabetes mellitus, diabetes insipidus, Cushing's Syndrome, and Addison's disease.
9. Identify acute and long-term complications of diabetes mellitus.

(continued)

10. Identify nursing diagnoses related to the client with an endocrine disorder.

11. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

12. Explain the pre- and post-operative nursing care of the client experiencing surgical procedures such as thyroidectomy, adrenalectomy, and hypophysectomy.

13. Integrate the use of pharmacological agents such as corticosteroid, glucagon, antithyroid drugs, and oral hypoglycemic drugs in the nursing management of clients.

14. Identify the onset, peak, and duration of action of rapid acting, intermediate acting, and long acting insulins.

15. Incorporate dietary principles such as the American Diabetic Diet.

16. Implement the plan of care.

17. Provide educational guidelines.

18. Document according to agency policy.

19. Evaluate the effectiveness of nursing management provided.

RESOURCES

Audiovisuals: *Diabetes and Hypoglycemia* (software: Apple, IBM). Opportunities for Learning.
Type II Diabetes (software). Computerized Educational Systems.
Understanding Diabetes (video). Opportunities for Learning.
What is Diabetes ? (filmstrips). Medcom/Trainex.

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.6 Apply the nursing process for a client with a disorder of the reproductive system.

PERFORMANCE OBJECTIVE

P10.6 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the reproductive system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.6 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *epididymitis, varicocele, gynecology, leukorrhea,* and other terms related to the study of the pathophysiology of the reproductive system.

2. Review the anatomy and physiology of the reproductive system.

3. Identify factors related to the prevention of disorders of the reproductive system including breast self-examination (BSE) an testicular self-examination (TSE).

4. Describe the steps included in the nursing assessment of reproductive system disorders.

5. Explain the purpose and nursing management of the following selected diagnostic tests:

   Papanicolaou smear test
   pelvic ultrasonography
   mammography
   dilation and curettage
   culdoscopy
   laporoscopy
   colposcopy
   Schiller's test.

6. Review and demonstrate skills related to perineal care, sitz baths, and vaginal irrigation.

7. Assist with obtaining cultures.

(continued)

8. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of the following: disorders of menstruation (PMS, dysmenorrhea, amenorrhea, menorrhagia); inflammatory disorders (vaginitis, cervicitis, prostatitis); sexually transmitted diseases (syphilis, gonorrhea, herpes simplex, condyloma, AIDS, chlamydia); benign prostatic hypertrophy; and neoplasms.

9. Identify nursing diagnoses related to reproductive system disorders.

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Discuss pre- and post-operative nursing care of the client experiencing surgical procedures such as hysterectomy, mastectomy, transurethral resection of prostate, and vasectomy.

12. Explain the integration of the following pharmacological agents in the plan of care: hormone replacements, oral contraceptives, antibiotics, and fertility agents.

13. Incorporate dietary principles such as a modified fat diet in the care of the client.

14. Implement the plan of care.

15. Demonstrate educating the client to perform self-examinations of the breasts or testes.

16. Document according to agency policy.

17. Evaluate the effectiveness of nursing management provided.

RESOURCES

Audiovisuals: *Herpes: It's No Laughing Matter* (video). Opportunities for Learning.
Sexually Transmitted Diseases (set of 5 videos). Concept Media.

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.7 Apply the nursing process for a client with a disorder of the urinary system.

PERFORMANCE OBJECTIVE

P10.7 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the urinary system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.7 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *specific gravity, uremic frost, uremia, ileal conduit,* and other terminology related to urinary system disorders.
2. Review the anatomy and physiology of the urinary system.
3. Identify factors such as adequate hydration and perineal hygiene related to the prevention of disorders of the urinary system.
4. Describe the steps in the nursing assessment of disorders.
5. Explain the purpose and nursing management of diagnostic tests such as urinalysis, culture, specific gravity, cystoscopy, and intravenous pyelogram.
6. Demonstrate procedures related to catheterization, intake and output measurements, and assisting with peritoneal dialysis.
7. Review skills related to urine specimen collection.
8. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of disorders such as urinary incontinence, urethritis, acute renal failure, acute and chronic glomerulonephritis, calculi, congenital disorders, traumatic injuries, and neoplasms of the urinary tract.

(continued)

9. Identify nursing diagnoses related to the client with a disorder of the urinary system.

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Explain the pre- and post-operative nursing care of the client experiencing surgical procedures such as renal transplant, ileal conduit, and nephrectomy.

12. Integrate the use of pharmacological agents such as diuretics, antibiotics, urinary stimulants, and antispasmodics in the nursing management of clients.

13. Incorporate dietary principles such as low sodium diet, restricted fluids, and renal diets in the care of the client.

14. Implement the plan of care.

15. Provide educational guidelines.

16. Document according to agency policy.

17. Evaluate the effectiveness of nursing management provided.

RESOURCES

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and Others.
Total Patient Care. Hood and Dincher.

DUTY AREA

COURSE

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT — Practical Nursing

TASK/COMPETENCY

10.8 Apply the nursing process for a client with disorders of the integumentary system.

PERFORMANCE OBJECTIVE

P10.8 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with disorders of the integumentary system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.8 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *eschar*, *macule*, *debridement*, *erythema*, and *vesicle*.
2. Review the physiology of the integumentary system.
3. Identify factors related to the prevention of disorders of the integumentary system such as protection from the sun and frequent self-examination of the skin.
4. Describe the steps included in the nursing management of the client.
5. Explain the purpose and nursing management of selected diagnostic tests including culture and sensitivity tests, curettages, allergy tests, and biopsies.
6. Review and demonstrate providing decubitus care.
7. Apply wet and dry dressings.
8. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities of disorders such as pruritus, burns, fungal infections (exfoliative, contact, psoriasis, eczema), infestations, sebaceous cysts, and viral infections (Herpes simplex, Herpes zoster).
9. Identify nursing diagnoses related to the client with an integumentary system disorder.

(continued)

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Discuss the pre- and post-operative nursing care of the client experiencing surgical procedures such as skin grafts, cosmetic surgery, reconstructive surgery, and dermabrasion.

12. Explain the integration of the following pharmacological agents in the nursing management of the client:

    antibiotics
    antifungal agents
    antiinflammatory agents
    analgesics
    debriding agents
    local anesthetics.

13. Incorporate dietary principles in the care of the client.

14. Implement the plan of care.

15. Provide educational guidelines.

16. Document according to agency policy.

17. Evaluate the effectiveness of nursing management.

RESOURCES

Audiovisuals: *Skin Cancer* (video). Opportunities for Learning.
Skin Disorders (software: Apple, IBM). Opportunities for Learning.

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.9 Apply the nursing process for a client with a disorder of the nervous system.

PERFORMANCE OBJECTIVE

P10.9 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the nervous system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.9 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology related to nervous system disorders such as *aura, ataxia, convulsions, Glasgow Coma Scale, intracranial pressure,* and *status epilepticus*.
2. Review the anatomy and physiology of the nervous system.
3. Identify factors related to the prevention of nervous system disorders such as use of safety equipment, genetic counseling, reduction of modifiable risk factors that lead to vascular disease, and prenatal care.
4. Describe the steps included in the nursing assessment such as evaluation of the level of consciousness, orientation, speech patterns, pupils, and vital signs.
5. Explain the purpose and nursing management of selected diagnostic tests such as neurological examinations, computerized tomography, cisternal puncture, radiology, myelogram, lumbar puncture, and electroencephalopathy.
6. Review and demonstrate performing neural checks, transfer techniques, enteral tube feedings, body alignment, and range-of-motion exercises.
7. Explain the pathophysiology, clinical manifestations, nursing interventions, and treatment modalities of disorders such as Guillain-Barre Syndrome, brain abscess, poliomyelitis, multiple sclerosis, Parkinson's disease, myasthenia gravis, brain and spinal cord tumors, and trauma injuries.

(continued)

8. Identify nursing diagnoses related to the client with a disorder of the nervous system.

9. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

10. Discuss the pre- and post-operative nursing care of the client experiencing selected surgical procedures such as craniotomy, laminectomy, carotid endarterectomy, and insertion of shunts.

11. Explain the integration of the following pharmacological agents in the nursing management of the client:

    anticonvulsants
    antipsychotics
    cerebral stimulants, tranquilizers, antidepressants, sedatives, and hypnotics
    osmotic diuretics
    narcotic antagonists
    cytoxic drugs
    narcotic and nonnarcotic analgesics

12. Incorporate dietary principles such as dysphagia diet, adequate hydration, and protein supplements in the care of the client.

13. Implement the plan of care.

14. Provide educational guidelines related to bowel training, exercises, sexuality, use of walkers, canes, wheelchairs, and crutches, and monitoring of drug administration.

15. Document according to agency policy.

16. Evaluate the effectiveness of the nursing management provided.

RESOURCES

Audiovisuals: *Care of The Client with a Head Injury* (filmstrip). Medcom/Trainex.
The Nature of Multiple Sclerosis (video). Films for the Humanities.
Nursing Care in Seizure Disorders (filmstrip). Medcom/Trainex.

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

10.10 Apply the nursing process for a client with a disorder of the neuro-sensory system.

PERFORMANCE OBJECTIVE

P10.10 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the neuro-sensory system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.10 Instructor-prepared test, average or above rating and clinical evaluation forms, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *accommodation, astigmatism, otosclerosis, refraction,* and *enucleation*.
2. Review anatomy and physiology of the neuro-sensory system.
3. Identify factors relating to the prevention of neuro-sensory system disorders such as use of protective eye and ear equipment.
4. Describe the steps in the nursing assessment of the client with a neuro-sensory system disorder.
5. Explain the purpose and nursing management of diagnostic tests such as ophthalmoscopy, radioactive uptake, tonometry, and audiometry.
6. Review and demonstrate procedures related to the irrigation of the eye and ear, administration of eyedrops and eardrops, and the care of prostnesic devices.
7. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities for disorders such as eye injuries, infectious and inflammatory disorders of the eye (conjunctivitis, stye, uveitis), detached retina, cataracts, infectious and inflammatory disorders of the ear (acute otitis media), otosclerosis, and Meniere's disease.
8. Describe the special needs of clients with a visual or hearing impairment.

(continued)

9. Identify nursing diagnoses related to the client with disorders of the neuro-sensory system.

10. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client.

11. Discuss the pre-and post-operative nursing procedures such as cataract surgery, scleral buckling, cryosurgery, laser surgery, myringotomy, and stapedectomy.

12. Explain the integration of the following pharmacological agents in the nursing management of the client: mydriatics, antivert, antiemetics, and antibiotics.

13. Incorporate dietary principles in the care of the client.

14. Implement the plan of care.

15. Provide educational guidelines.

16. Document according to agency policy.

17. Evaluate the effectiveness of the nursing management provided.

RESOURCES

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

COURSE

10. UNDERSTANDING THE PATHOPHYSIOLOGY OF DISORDERS AFFECTING THE ADULT CLIENT

Practical Nursing

TASK/COMPETENCY

10.11 Apply the nursing process for a client with a disorder of the hematologic or lymphatic system.

PERFORMANCE OBJECTIVE

P10.11 Given classroom instruction, a clinical assignment, and the necessary equipment and supplies, apply the nursing process for a client with a disorder of the hematologic or lymphatic system. Application should be made on an instructor-prepared test and in a clinical situation in accordance with school and agency policies.

CRITERION-REFERENCED MEASURE

C10.11 Instructor-prepared test, average or above rating and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *ABO blood types*, *blood dyscrasia*, *disseminated intravascular coagulation*, *leukocytosis*, *pancytopenia*, *Thalassemia*, and *viscosity*.

2. Review the anatomy and physiology of the hematologic and lymphatic systems.

3. Identify factors related to the prevention of hematologic and lymphatic disorders such as reduction of environmental exposure to radiation and hazardous chemicals, genetic counseling, and adequate diet.

4. Describe the steps included in the nursing assessment of the client with a hematologic/lymphatic disorder including evaluation of vital signs, oral mucosa, skin color, bleeding tendencies, and presence of fatigue, weakness, or exertional dyspnea.

5. Explain the purpose and nursing management of selected diagnostic tests including radiography, bone scan, lymphography, bone marrow aspiration, blood typing and cross matching, Schilling test, and blood gas analysis.

6. Review and demonstrate skills related to subcutaneous and intramuscular injections, testing for occult blood in stool, and monitoring the transfusion of blood products.

7. Explain the pathophysiology, clinical manifestations, nursing management, and treatment modalities for selected disorders such as red blood cell disorders (hemolytic anemia, iron

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deficiency anemia, sickle cell anemia), white blood cell disorders (agranulocytosis, acute or chronic myelogenous leukemia), infectious mononucleosis, multiple myeloma, and lymph system disorders (Hodgkin's disease, non Hodgkin's lymphoma).

8. Identify nursing diagnoses related to the client with a hematologic or lymphatic system disorder.

9. Develop a plan of care to meet the biological, psychological, social, and cultural needs of the client with a hematologic or lymphatic disorder.

10. Discuss the pre- and post-operative care of the client experiencing surgical procedures such as splenectomy, bone marrow collection, and bone marrow transplantation.

11. Explain the integration of the following pharmacological agents in the nursing management of the client:

    blood products
    immunotherapeutic drugs
    folic acid
    analgesics
    iron preparations
    antineoplastic drugs
    Vitamin B12.

12. Incorporate dietary principles such as bland diet, high protein diet, and dietary supplements in the care of the client.

13. Implement the plan of care.

14. Provide educational guidelines such as stress management, diet instructions, and measures to prevent injury or hemorrhage.

15. Document according to agency policy.

16. Evaluate the effectiveness of the nursing management provided.

RESOURCES

References: *Essentials of Medical-Surgical Nursing*. Keane.
Introductory Medical-Surgical Nursing. Scherer.
Mosby's Diagnostic and Laboratory Test Reference. Pagana and Pagana.
Pharmacologic Basis of Nursing Practice. Clark and others.
Textbook of Basic Nursing. Rosdahl.
Textbook of Medical-Surgical Nursing. Brunner and others.
Total Patient Care. Hood and Dincher.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

TASKS/COMPETENCIES

11.1 Describe the normal physiological changes of aging.

11.2 Identify the cultural and psycho-social aspects of aging.

11.3 Describe the common pathological changes of aging.

11.4 Develop nursing care plan for the geriatric client.

11.5 Perform procedures related to the care of the geriatric client.

11.6 Identify community resources and services available to the geriatric client.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

11.1 Describe the normal physiological changes of aging.

PERFORMANCE OBJECTIVE

P11.1 Given handout material, classroom discussion, and clinical experience, describe the normal physiological changes of aging.

CRITERION-REFERENCED MEASURE

C11.1 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terms associated with physiological changes of the aging client, such as *nocturia, accommodation*, and *degeneration*.
2. Describe changes in each body system of the aging client.
3. Identify and describe communication techniques required to communicate effectively with the aging client.
4. Identify the physical needs of the aging client.
5. Differentiate between myths and facts regarding the aging client.

RESOURCES

Audiovisuals: "Normal Physiologic Changes" *Assessing the Elderly* (video). Concept Media.

References:
Basic Geriatric Nursing. Wold.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
Licensed Practical Nurse. V-TECS.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care. Hood and Dincher.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

11.2 Identify the cultural and psycho-social aspects of aging.

PERFORMANCE OBJECTIVE

P11.2 Given case studies, classroom discussion, and clinical experience, identify the cultural and psycho-social aspects of aging. Identification of specific psycho-social factors in each case study should be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

P11.2 Case studies, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *stress, anxiety, withdrawal, debilitating, geriatrics,* and *ADL.*
2. Discuss the rights of clients; include advance directives, grievance regulations, and appeal regulations.
3. Identify and describe communication techniques required to communicate effectively with the aging client.
4. Identify cultural and psycho-social problems associated with hearing, vision, and taste losses.
5. Explain why self-esteem of the elderly can be threatened due to physical, social, and cultural losses.
6. Describe how changes in income, housing, family, and activity level may affect an elderly person.

RESOURCES

Audiovisuals: *Medicating the Elderly* (video). AJN.
"Mental and Socioeconomic Assessment" *Assessing The Elderly* (video). Concept Media.

(continued)

References: *Basic Geriatric Nursing*. Wold.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
Licensed Practical Nurse. V-TECS.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care. Hood and Dincher.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

11.3 Describe the common pathological changes of aging.

PERFORMANCE OBJECTIVE

P11.3 Given handout material, clinical experience, and case studies, describe the common pathological changes of aging clients. Description should be made according to instructor's guidelines.

CRITERION-REFERENCED MEASURE

C11.3 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology associated with pathological changes of the aging client such as *presbyopia* and *osteoporosis*.
2. Explain selected common conditions of the aging client related to the various body systems, e.g., arthritis, glaucoma, Alzheimer's, and Organic Brain Syndrome.
3. Explain safety precautions specific to pathological changes of the aging client.
4. Provide bladder and bowel training.
5. Identify changes in sleep patterns.

RESOURCES

Audiovisuals: *Alzheimer's Disease: Coping with Confusion* (video). AJN.
The Cognitively Impaired Geriatric Patient (set of 3 videos). Concept Media.
The Confused Elderly: Assessment/Intervention (video). Fairview Audio-Visuals.

References: *Basic Geriatric Nursing*. Wold.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
Licensed Practical Nurse. V-TECS.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care. Hood and Dincher.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

11.4 Develop a nursing care plan for the geriatric client.

PERFORMANCE OBJECTIVE

P11.4 Given recording forms, observation opportunities, format guidelines, and resources, develop a nursing care plan for the geriatric client. Plan must include all components and be rated acceptable according to criteria provided by instructor.

CRITERION-REFERENCED MEASURE

C11.4 Written care plan, average or above average rating based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Perform an assessment of a geriatric client.

2. Identify and describe nursing interventions specific to the aging client.

3. Describe safety precautions necessary to provide care for the geriatric client.

4. Write a plan of care including safety, nutrition, identification of changes in social, cultural, psychological patterns, and nursing interventions.

5. Identify physiological considerations that influence nutrition.

RESOURCES

Audiovisuals: *Assessing The Elderly* (set of 5 videos). Concept Media.

References: *Basic Geriatric Nursing*. Wold.
Geriatric Care Plans. Newman and Smith.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
Licensed Practical Nurse. V-TECS.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

11.5 Perform procedures related to the care of the elderly client.

PERFORMANCE OBJECTIVE

P11.5 Given care plan, client belongings, and supplies, perform procedures related to the care of the elderly client. All procedures must be performed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C11.5 Instructor-prepared checklists and clinical evaluation forms, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify procedures related to the care of the client's personal belongings including eyeglasses, hearing aids, clothing, dentures, money, and jewelry.
2. Assist with the dressing and undressing (street clothes) of a client.
3. Identify footcare procedures.
4. Identify medication factors such as absorption, "hang-over" effect, and drug toxicity.
5. Assess knowledge deficit of client concerning medications, health practices, and dietary regimens.
6. Remove fecal impaction.
7. Identify use of Homan's sign.
8. Identify techniques and procedures associated with drug administration including form, dosage, route, time, self-administrated (homebound), teaching, and documentation.
9. Identify techniques and procedures associated with self-care including dressings (ostomy), dietary adjustments, ambulatory equipment, teaching, and documentation.

RESOURCES

Audiovisuals: *Care of the Geriatric Client* (filmstrip). Opportunities for Learning.
Eliminating Medication Errors in the Elderly (software). Computerized Educational Systems.

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References: *Basic Geriatric Nursing*. Wold.
Licensed Practical Nurse. V-TECS.
Textbook of Basic Nursing. Rosdahl.
Total Patient Care. Hood and Dincher.

DUTY AREA

11. PROVIDING NURSING CARE TO THE GERIATRIC CLIENT

COURSE

Practical Nursing

TASK/COMPETENCY

11.6 Identify community resources and services available to the geriatric client.

PERFORMANCE OBJECTIVE

P11.6 Given resources, classroom discussion, and clinical experience, identify community resources and services available to the aging client. Identification must be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C11.6 Instructor-provided worksheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify and describe local community resources and services such as older citizen groups, Alzheimer support groups, local mental health centers, long-term care facilities, and life-time senior citizen centers.
2. Identify and compare the different care facilities available to the aging client.
3. Describe rehabilitation resources and interventions specific to the aging clients.
4. Identify national groups such as the AARP, Federal Administration on Aging, and the Gray Panthers.
5. Describe abuse concerns (Elder Abuse Hotline 1-800-252-5400).

RESOURCES

References: *Total Patient Care*. Hood and Dincher.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

TASKS/COMPETENCIES

12.1 Describe the normal course of pregnancy and the purpose of prenatal care.

12.2 Identify problems that may occur during pregnancy.

12.3 Describe fetal development.

12.4 Identify the signs and stages of labor.

12.5 Describe fetal presentation and positions.

12.6 Describe the normal physiological and emotional changes during puerperium.

12.7 Describe common problems occurring in the puerperium, including symptoms, treatment, and prevention.

12.8 Describe care of the newborn.

12.9 Differentiate between the appearance of a normal newborn and a premature newborn.

12.10 Identify common congenital anomalies.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.1 Describe the normal course of pregnancy and the purpose of prenatal care.

PERFORMANCE OBJECTIVE

P12.1 Given classroom instruction, resources, and clinical observation, describe the normal course of pregnancy and the purpose of prenatal care. Description should include factors that effect the pregnancy, purpose of laboratory tests, and an explanation of how pregnancy affects each body system.

CRITERION-REFERENCED MEASURE

C12.1 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terms:

   birth
   colostrum
   conception
   fertilization
   gestational
   gravida
   gynecologist
   lactation
   maternity nursing
   midwife
   obstetrician
   obstetrics
   para
   parturition
   pregnancy.

2. Explain how pregnancy affects each body system.

3. Discuss the importance of prenatal care in achieving a healthy outcome for mother and baby (for example, nutrition risk factors).

4. Discuss initial and ongoing assessment of the prenatal client, including the purpose for each of the following laboratory tests:

   urinalysis
   VDRL
   RH factor
   H & H
   blood type
   pap smear.

5. Discuss trends/issues/events in obstetrical nursing, including theories and methods of preparation for child birth.

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6. Utilizing a holistic approach to caring for the pregnant woman, discuss the following and their effects on pregnancy:

    alcohol
    smoking
    employment
    rest activity
    personal hygiene
    drugs
    sexual relations.

7. Explain preventative measures and nursing interventions of normal discomforts of pregnancy.

8. Calculate the estimated date of delivery.

9. Explain the risk factors and symptoms of complications of pregnancy, such as PIH, placenta previa, ectopic pregnancy, diabetes. Include prevention and treatment of each.

10. Develop a care plan for an uncomplicated pregnancy.

11. Analyze how the following factors may impact on the quality of medical care received by the pregnant client: education, socioeconomic status, marital status, cultural beliefs, and age.

RESOURCES

Audiovisuals: *Making a Difference: A Mother's Guide to Prenatal Care* (video). Medcom/Trainex.
Maternal Changes and Prenatal Care (video). Medcom/Trainex.
Pregnancy (video). Concept Media.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.2 Identify problems that may occur during pregnancy.

PERFORMANCE OBJECTIVE

P12.2 Given case studies, identify problems that may occur during pregnancy. In each case study, identify potential risk factors, warning signs, possible preventative measures, and possible outcome based on the information provided. Completed case studies should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

P12.2 Oral or written interpretation of case studies, rated acceptable according to criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terminology: *abortion, ectopic pregnancy, gestational diabetes, PIH,* and *placenta previa.*
2. List the danger/warning signs relating to pregnancy.
3. Explain symptoms, preventative measures, and nursing interventions of complications of pregnancy.
4. Summarize how each complication (e.g., diabetes) may affect the outcome of pregnancy and newborn.
5. Discuss three leading causes of maternal mortality.
6. Explain five causes of hemorrhage during pregnancy.
7. Describe eight types of abortions.
8. Relate the impact of the RH factor to the outcome of pregnancy and the newborn.
9. Discuss prevention and treatment of RH incompatibility.
10. Explain the risk factors and symptoms of PIH.
11. Discuss three types of placenta previa/placenta abruptio including the symptoms and nursing management.

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RESOURCES

Audiovisuals: *Gestational Diabetes* (video). Medcom/Trainex.
Maternity Nursing Challenge (software). Computerized Educational Systems.
Miscarriage: A Reproductive Accident (video). Medcom /Trainex.
Nursing Management of Hypertension of Pregnancy (video). Medcom/Trainex.
Reducing Risk Factors (video). Concept Media.
Take Care: Understanding Pre-Term Labor (video). Medcom/Trainex.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.3 Describe fetal development.

PERFORMANCE OBJECTIVE

P12.3 Given classroom instruction, clinical observation, charts, and diagrams, describe fetal development. Description may be made in the form of an oral or written report covering all aspects of fetal development within a specified month. Report should be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.3 Oral or written report rated acceptable based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *gamete, zygote, chromosomes, genes, germ/sex cells, chorion, blastocyst, decidua, amnion*, and *placenta*.
2. Describe one event of fetal development that occurs in each lunar month.
3. State the number of chromosomes in each human cell.
4. Discuss fertilization and implantation and include when and where they take place.
5. Explain when and how the sex of an individual is determined.
6. Explain the development of the chorion and amnion.
7. List four functions of the amniotic fluid.
8. Describe four functions of the placenta.
9. Discuss the physiological and environmental risk factors at each stage of fetal development.
10. Explain the major difference between fetal and infant circulation.
11. Compare monozygotic and dizygotic twins.
12. Describe the umbilical cord, including the number of blood vessels it contains, and its functions.

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RESOURCES

Audiovisuals: *Human Development: Conception to Neonate* (video). Concept Media.
Physical Growth and Motor Development (video). Concept Media.
Prenatal Baby Care (software: Apple, IBM). Opportunities for Learning.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.4 Identify the signs and stages of labor.

PERFORMANCE OBJECTIVE

P12.4 Given classroom instruction, resources, and case situations, identify the signs and stages of labor by developing a written care plan for a specified situation. Care plan should incorporate the nursing process and be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.4 Written care plan, average or above average rating based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology including *amniotomy, dilation, dystocia, effacement, engagement, floating, labor, lie, lightening, occiput, position, presentation, station, show,* and *vertex*.
2. Describe four stages of labor.
3. Explain admission procedures of a client in labor.
4. Compare internal versus external methods of assessing the frequency, duration, and intensity of uterine contractions.
5. Develop a care plan for the client in each stage of labor.
6. Explain the emotional needs of mother and parenting partner during labor and delivery.
7. Discuss the pharmacological management of pain in the laboring client; include advantages and disadvantages.
8. List the types and purposes of episiotomies.
9. Explain the degrees of lacerations.
10. Explain the nursing assessment of the client.

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11. List three methods of inducing labor. Include nursing assessment and management of the client.

12. Discuss the treatment of the following complications of labor: uterine dystocia; supine hypotension, hemorrhage, ruptured uterus, multiple pregnancies, prolapsed cord, cephalopelvic disproportion, and hydramnios.

13. Discuss factors that influence parent-infant bonding.

RESOURCES

Audiovisuals: *Birth and Bonding* (filmstrip). Opportunities for Learning.
Labor and Delivery (video). Medcom/Trainex.
Labor and Delivery Augmentation (video). Medcom/Trainex.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.5 Describe fetal presentation and positions.

PERFORMANCE OBJECTIVE

P12.5 Given diagrams, charts, and resources, describe fetal presentation and positions by completing instructor-provided diagrams.

CRITERION-REFERENCED MEASURE

C12.5 Instructor-prepared diagrams, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terms: *vertex, occiput, bregma, fetal monitor, station, position, FHT, presentation, CPD, cesarean section,* and *forceps.*
2. Explain the birth process in terms of presentation, position, and station.
3. Discuss fetal monitoring, including advantages and disadvantages.
4. State three indications for the use of forceps.
5. State the two most common indications for cesarean section.
6. Discuss treatment for complications of fetal presentation and position.
7. List eight methods used for evaluating fetal condition during pregnancy.

RESOURCES

Audiovisuals: *Cesarean Delivery* (video). Medcom/Trainex.
Fetal Monitoring (video). Medcom/Trainex.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.6 Describe the normal physiological and emotional changes during puerperium.

PERFORMANCE OBJECTIVE

P12.6 Given classroom discussion, resources, and clinical observation, describe the normal physiological and emotional changes during puerperium.

CRITERION-REFERENCED MEASURE

C12.6 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terms: *involution, lochia, engorgement, puerperium, after pains, lactation*, and *colostrum*.
2. Describe the nursing assessment and interventions provided during the first postpartum hour.
3. Describe the normal body changes that occur during the puerperium.
4. Explain the contents of a postpartum physical assessment.
5. Describe three types of lochia, and discuss the duration of each.
6. Describe how rate of involution is assessed.
7. Compare how colostrum and breast milk differ.
8. Discuss psychological, social, and cultural considerations when caring for the postpartum client.
9. Identify principles of nursing care during the postpartum period. Include nutrition, bathing, perineal care, breast care, pain relief, bowel/bladder care, ambulation, rest, and prevention of infection.
10. Integrate teaching for health maintenance and self care with nursing care of the postpartum client.

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11. Incorporate pharmacological management in the holistic care of the postpartum patient.

12. Plan discharge teaching for the postpartum patient including six danger signs.

13. Explain eight methods of contraception including their actions, limitations, and side effects.

RESOURCES

Audiovisuals: *Breastfeeding* (video). Medcom/Trainex.
Ineffective Breastfeeding (video). Concept Media.
Knowledge Deficit: Infant Care (video). Concept Media.
Nursing Assessment of The Postpartum Patient (video). Concept Media.
Postpartum (video). Medcom/Trainex.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Salerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.7 Describe common problems occurring in the puerperium, including symptoms, treatment, and prevention.

PERFORMANCE OBJECTIVE

P12.7 Given information of physiological developments following birth, classroom discussion, and resources, describe common problems occurring in the puerporium, including symptoms, treatment, and prevention.

CRITERION-REFERENCED MEASURE

C12.7 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as: *hemorrhage, puerperal infection, pulmonary embolism,* and *thromboembolism.*
2. Identify three major causative factors and prevention measures for postpartum hemorrhage.
3. Discuss methods of prevention, nursing assessment, and interventions for five types of puerperal infections.
4. Discuss the following postpartum complications including assessment and intervention: mastitis, cystitis, and pulmonary embolism.
5. Discuss postpartum psychosis and how it differs from the "blues."

RESOURCES

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.8 Describe care of the newborn.

PERFORMANCE OBJECTIVE

P12.8 Given recording forms and observation opportunities, describe care of the newborn. Description should be made based on observation and instruction and recorded in appropriate medical terminology in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C12.8 Written observation record, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *APGAR, bilirubin, cephalhematoma, jaundice, milia, narcosis, phototherapy,* and *caput succedaneum.*
2. Identify characteristics of the normal newborn.
3. Identify procedures performed immediately after birth: clear airway, clamp cord, assessment, identification, and prevention of cold stress.
4. Explain the initiation of respiration (chemical and mechanical).
5. Discuss two nursing interventions for preventing aspiration in the newborn.
6. List five observations made of the newborn upon admission to the nursery.
7. Identify routines of the health care provider including scrub gown and handwashing.
8. Describe the temperature regulating mechanism.
9. Describe eight reflexes normally present in the newborn infant.
10. Explain criteria in a gestational age assessment birth to one month.
11. Discuss the presence of excess red blood cells.
12. Develop a care plan for the normal newborn. Include weighing, measuring, cord care, positioning, bathing, hours of sleep, parent-infant interaction, care of circumcision, feeding, diapering, and emotional support.

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13. Describe aspects of nutrition including stomach capacity, sucking, caloric needs, weight loss, and vomiting.

14. Identify food substances that are easily digestible such as breastmilk and formula.

15. Discuss normal elimination including time frame and assessment.

RESOURCES

Audiovisuals: *Birth and The Newborn* (video). Concept Media.
Examination of The Newborn (video). Medcom/Trainex.
Gestational Age Assessment (video). Concept Media.
Newborn Care (video). Medcom/Trainex.
Physical Examination (video). Concept Media.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.9 Differentiate between the appearance of a normal newborn and that of a premature newborn.

PERFORMANCE OBJECTIVE

P12.9 Given pictures, video, resources, and observation opportunities, differentiate between the appearance of a normal newborn and that of a premature newborn. Differentiation should include probable causes of differences.

CRITERION-REFERENCED MEASURE

C12.9 Instructor-prepared worksheet, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terms: *grunting*, *premature*, *RDS*, and *retractions*.
2. Compare the differences in each system between the normal newborn and a premature infant.
3. Explain the care of the premature infant through steps in the nursing process.
4. Identify the factors that contribute to prematurity including diabetes, multiple births, malnutrition, and genetic factors.
5. Identify conditions related to prematurity such as RDS, atelectasis, apnea, sepsis, retinopathy, and jaundice.
6. Develop a nursing care plan for the premature infant. Include phototherapy, thermoregulation, nutrition, positioning, and skin care.
7. Identify psychological, social, and cultural factors related to parenting the premature newborn.

RESOURCES

Audiovisuals: *Gestational Age Assessment* (video). Concept Media.

References: *Introduction to Maternity and Pediatric Nursing*. Thompson.
Introductory Maternity Nursing. Bethea. Concept Media.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Salerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

12. PROVIDING NURSING CARE TO MOTHERS AND NEWBORNS

COURSE

Practical Nursing

TASK/COMPETENCY

12.10 Identify common congenital anomalies.

PERFORMANCE OBJECTIVE

P12.10 Given classroom instruction and resources, identify common congenital anomalies.

CRITERION-REFERENCED MEASURE

C12.10 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the following terms: *cleft lip/palate, neural tube defects, PKU, spinal bifida,* and *erythroblastosis fetalis.*
2. Explain nursing assessment and intervention for specific congenital anomalies.
3. Discuss the diagnosis and treatment of PKU.
4. Explain the process of RH incompatibility.
5. Describe three treatment methods of erythroblastosis fetalis.
6. Plan care for the newborn with specific congenital anomalies.
7. Identify legal and ethical implications related to caring for the at-risk infant.

RESOURCES

Audiovisuals: *Giving Your Child a Smile: Correcting Cleft Lips and Palates.* (video). Medcom/Trainex.
Reducing Risk Factors (video). Concept Media.

References: *Introduction to Maternity and Pediatric Nursing.* Thompson.
Introductory Maternity Nursing. Bethea.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Selerno.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

TASKS/COMPETENCIES

13.1 Identify changing concepts in pediatric health care.

13.2 Perform age-specific procedures related to the pediatric client.

13.3 Identify pediatric nutritional concepts, principles, and feeding practices.

13.4 Describe age-appropriate anticipatory guidance.

13.5 Describe healthy parenting behavior for each age group.

13.6 Apply nursing process in the care of the pediatric client and the family.

13.7 Identify management techniques for common ambulatory health and developmental problems.

13.8 Identify principles of care for the pediatric client.

13.9 Identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.

13.10 Describe concepts associated with care of the dying child.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.1 Identify changing concepts in pediatric health care.

PERFORMANCE OBJECTIVE

P13.1 Given instructional resources, classroom discussion, and instructor-provided guidelines, identify changing concepts in pediatric health care. Identification should be made in the form of a small group project developed, presented, and explained in accordance with instructor guidelines.

CRITERION-REFERENCED MEASURE

C13.1 Project presentation, rated acceptable based on criteria presented in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *pediatrics, infanticide, Children's Charter*, and *World Health Organization*.
2. Outline historical developments in providing health care to children.
3. Describe changing concepts and attitudes in the care of children.
4. List health care facilities for specialized child care.
5. Identify agencies and support groups.
6. Identify programs and laws affecting the pediatric client.
7. Identify the different types of child abuse: physical, psychological, and sexual.

RESOURCES

Audiovisuals: *Child Care: Indoor Safety* (video). Bergwall.
Child Care: Outdoor Safety (video). Bergwall.
Pediatric Nursing Challenge (software). Computerized Educational Systems.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno.
Nursing Care of Infants and Children. Whaley and Wong.

DUTY AREA	COURSE
13. PROVIDING NURSING CARE FOR CHILDREN	Practical Nursing

TASK/COMPETENCY

13.2 Perform age-specific procedures related to the pediatric client.

PERFORMANCE OBJECTIVE

P13.2 Given charts and forms, scales, tape measure, specimen containers, and other equipment and supplies, perform age-specific procedures related to the pediatric client. All procedures must be performed in accordance with agency policy, and all standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C13.2 Instructor-prepared checklists, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review growth and development of the normal child.
2. Perform measurements including weight, length, girth, and vital signs.
3. Monitor urine and bowel elimination; include diaper changing and weighing.
4. Obtain specimens.
5. Perform procedures related to hygiene; include bathing techniques for specific age groups.
6. Identify restraints.
7. Set up and monitor high humidity tent.
8. Perform nasal suction of an infant.
9. Identify orthopedic devices including crutches, braces, splints, and Bryants traction.

RESOURCES

Audiovisuals: *Pediatrics: Physical Care* (set of 6 videos). Concept Media.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno.
Nursing Care of Infants and Children. Whaley and Wong.
Pediatric Nursing. Selekman.
Rambo's Nursing Skills for Clinical Practice. deWit.

DUTY AREA		COURSE
13.	PROVIDING NURSING CARE FOR CHILDREN	Practical Nursing

TASK/COMPETENCY

13.3 Identify pediatric nutritional concepts, principles, and feeding practices.

PERFORMANCE OBJECTIVE

P13.3 Given resources and instructor-provided case situations, identify pediatric nutritional concepts, principles, and feeding practices. Identification should include considerations such as age, physical size, weight, and health.

CRITERION-REFERENCED MEASURE

C13.3 Instructor-provided case situation, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology specific to pediatric nutrition such as *finger foods, ritual, National School Lunch Program, weaning*, and *protrusion reflex*.
2. Review general nutritional principles.
3. Identify age-specific feeding practices and associated parental concerns.
4. Relate caloric and fluid requirements of each age group.
5. Describe specific examples of pediatric nutrition based on clinical observation.
6. Monitor and record intake.

RESOURCES

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Introductory Nutrition and Diet Therapy. Eschleman.
Maternal and Child Health Nursing. Ingalls and Salerno.
Nursing Care of Infants and Children. Whaley and Wong.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.4 Describe age-appropriate anticipatory guidance.

PERFORMANCE OBJECTIVE

P13.4 Given checklist or guidelines, videotapes or an opportunity to observe various situations involving children, describe age-appropriate anticipatory guidance by noting behaviors, identifying measures taken, and suggesting alternative methods of anticipatory guidance techniques that might have been employed.

CRITERION-REFERENCED MEASURE

C13.4 Completed checklist or observation form, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *corrosive, antidote, positive reinforcement,* and other key terms.
2. Describe the developmental characteristics that predispose the child to certain accidents.
3. List methods of preventing specific types of accidents.
4. Discuss exploratory behaviors specific to certain age groups.
5. Demonstrate principles of anticipatory guidance in selected clinical experiences.
6. Demonstrate positioning and carrying of infants.

RESOURCES

Audiovisuals: *Child Development Series: Nursing Implications* (video). Medcom/Trainex.
Human Development: 2 1/2 to 6 Years (filmstrip/cassette). Concept Media.
Human Growth: The First 2 1/2 Years (filmstrip/cassette). Concept Media.
Safety (video). Concept Media.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno.
Nursing Care of Infants and Children. Whaley and Wong.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.5 Describe healthy parenting behavior for each age group.

PERFORMANCE OBJECTIVE

P13.5 Given instructional resources, classroom discussion, and selected audiovisuals or clinical situations, describe healthy parenting behavior for each age group. Description should include identification of healthy and unhealthy behaviors, symptoms, and identification of legal and ethical responsibilities of the nurse.

CRITERION-REFERENCED MEASURE

C13.5 Completed observation form, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define key terms such as *failure to thrive* and *touch therapy*.
2. Discuss healthy versus unhealthy parenting behavior for each age group.
3. Discuss methods of identifying and reporting child abuse or neglect and failure to thrive.
4. Identify healthy and unhealthy parenting behaviors observed during selected clinical experiences.

RESOURCES

Audiovisuals: *Family Assessment; Family Patterns; Perspectives on the Family* (3-part video series). Concept Media.
Fathers, Sons, and Trust; Focus on Woman: Childhood Legacy (2-part video series). Concept Media.
Physical Abuse of Children (video). Medcom/Trainex.
Psychosocial Failure to Thrive (video). Medcom/Trainex.
Sexual Abuse of Children (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno.
Nursing Care of Infants and Children. Whaley and Wong.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.6 Apply the nursing process in the care of the pediatric client and the family.

PERFORMANCE OBJECTIVE

13.6 Given classroom review, instructural resources, and a simulated situation, apply the nursing process in the care of the pediatric client and the family. All steps of the nursing process must be included in a demonstration based on instructor-provided guidelines.

CRITERION-REFERENCED MEASURE

C13.6 Instructor-prepared test and clinical evaluation form, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *croup*, *mononucleosis*, *tetralogy of Fallot*, and other terms.
2. Review normal growth and development.
3. Perform assessment of the pediatric client including vital signs, measurements, head-to-toe inspection, neurological response, and parental involvement.
4. Identify disease conditions specific to various age groups.
5. Describe diagnostic tests such as laboratory tests, lumbar puncture, electroencephalogram, auditory and visual screening tests, and pulse oximeter.
6. State the common signs and symptoms of selected diseases and disorders such as rash and fever of chickenpox, shortened leg and limited hip abduction of congenital hip dysplasia, hip pain and limp of Legg-Calve' Perthes disease, simian crease and short, thick neck of Down's Syndrome, and tachypnea.
7. Identify preventative measures for specific diseases and conditions.

RESOURCES

Audiovisuals: *Assessment of Respiratory Distress in Infants and Children*. (video). AJN.
Evaluating Children (video). Concept Media.
The Neurological Evaluation of the Pre-School Child (video). Medcom/Trainex.
Physical Differences (video). Concept Media.
Red Flags in The Critically Unstable Pediatric Child (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno
Nursing Care of Infants and Children. Whaley and Wong.
Pediatric Nursing. Selekman.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.7 Identify management techniques for common ambulatory health and developmental problems.

PERFORMANCE OBJECTIVE

P13.7 Given instructional resources and classroom or laboratory experiences, identify management techniques for common ambulatory health and developmental problems.

CRITERION-REFERENCED MEASURE

C13.7 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *enuresis, acne vulgaris, obesity,* and *socialization.*
2. Outline preventative measures appropriate to pediatric clients, such as immunizations, well-baby visit, and client/family education.
3. Discuss chronic disorders such as diabetes, asthma, and A.L.L. requiring long term follow-up and special nursing interventions on a regular basis.
4. Explain nursing interventions for children with developmental disorders such as thumbsucking, nightwalking, and temper tantrums.
5. Describe behavioral and developmental characteristics of the special needs child: Down's Syndrome, autism, and ADD.

RESOURCES

Audiovisuals: *The Handicapped Child* (video). Concept Media.
The Nursing Challenge (film). Concept Media.
Immunization of Infants and Children (software). Computerized Educational Systems.
Working with the Troubled Family (film). Concept Media.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno.
Nursing Care of Infants and Children. Whaley and Wong.
Pediatric Nursing. Selekman.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA		COURSE
13.	PROVIDING NURSING CARE FOR CHILDREN	Practical Nursing

TASK/COMPETENCY

13.8 Identify principles of care for the pediatric client.

PERFORMANCE OBJECTIVE

P13.8 Given checklist or guidelines, equipment and supplies, and observation opportunities or clinical experience, identify principles of care for the pediatric client. Identification should be made in a variety of simulated situations in accordance with instructor's guidelines. All standard nursing procedures must be observed.

CRITERION-REFERENCED MEASURE

C13.8 Instructor-prepared checklist and clinical evaluation form, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define key terms such as *pedialyte* and *mummy restraint.*
2. Identify common diagnostic studies and apply findings to pediatric client.
3. Explain nursing interventions for the pediatric client.
4. Demonstrate methods of calculation and administration of medications for the pediatric client.
5. Demonstrate methods of fluid and electrolyte management of the pediatric client.
6. Explain specialized procedures requiring nursing intervention specific for the pediatric client.

RESOURCES

Audiovisuals: *Administering Oral and IM Medications*; *Fluid Balance and IV Therapy; Using an Otoscope* (3-part video series). Concept Media.
Eliminating Pediatric Medication Errors (software). Computerized Educational Systems.
Medicating Children (video). AJN.

References: *Foundations of Nursing*. Christensen and Kockrow.
The Lippincott Manual of Nursing Practice. Brunner and Suddarth.
Maternal and Child Health Nursing. Ingalls and Salerno.
Pediatric Nursing. 'Selekman.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.9 Identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.

PERFORMANCE OBJECTIVE

P13.9 Given admission forms and guidelines, identify ways to foster positive adaptation of the child and family to stresses of illness and hospitalization. Identification should be made in a written report based on interviews with families, children, and a variety of health care professionals, and based on research of various resources.

CRITERION-REFERENCED MEASURE

C13.9 Written report, rated acceptable or above based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *separation anxiety* and *play therapy*.
2. Identify responses of the child to illness and hospitalization based on stage of development.
3. Discuss the importance and supervision of play during hospitalization.
4. Describe coping strategies of the child according to stages of development.
5. Identify problems confronting the family of a hospitalized child.
6. Perform age-related admission and discharge procedures.

RESOURCES

Audiovisuals: *Alleviating Fear and Pain* (video). Concept Media.
Alterations in Body Image (video). Concept Media.
Behavioral Responses to Illness (video). Concept Media.
Deprivations Resulting from Illness (video). Concept Media.
I Went to the Hospital (video). Concept Media.
Role of Play (video). Concept Media.
Young Children's Reaction to Hospitalization (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Introduction to Maternity and Pediatric Nursing. Thompson.
Maternal and Child Health Nursing. Ingalls and Salerno.
Pediatric Nursing, Introductory Text. Thompson and Ashwill.

DUTY AREA

13. PROVIDING NURSING CARE FOR CHILDREN

COURSE

Practical Nursing

TASK/COMPETENCY

13.10 Describe concepts associated with care of the dying child.

PERFORMANCE OBJECTIVE

P13.10 Given instructional resources, classroom instruction, and clinical observation, describe concepts associated with care of the dying child. Description should be made in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C13.10 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define the key terms such as *deaths*, *SIDS*, *denial*, and *bargaining*.
2. Discuss the concepts of death and dying as perceived at various stages of development and as discussed by various theorists.
3. Identify nursing interventions appropriate to the family of the dying child.
4. Incorporate the concepts of the grieving process in nursing interventions for care of the dying child.
5. Identify emotional responses of the care giver to a dying child.

RESOURCES

Audiovisuals: *The Child* (2-part video series). Concept Media.
Death and Dying: A Conversation with Elisabeth Kubler-Ross M. D. (video). Medcom/Trainex.
The Dying Child: Focus on The Family; The Dying Child: Focus on Parents and the Loss of Their Child (videos). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Maternal and Child Health Nursing. Ingalls and Salerno.
Pediatric Nursing. Selekman.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

TASKS/COMPETENCIES

14.1 Identify historical influences on growth and development.

14.2 Examine principles of growth and development.

14.3 Summarize theories of growth and development.

14.4 Determine the influences of heredity and environment on growth and development.

14.5 Identify characteristics of the newborn.

14.6 Explain growth and development of the infant.

14.7 Explain growth and development of the toddler.

14.8 Explain growth and development of the preschooler (3-5).

14.9 Explain growth and development of the school-aged child (6-12).

14.10 Explain growth and development of the adolescent (13-18).

14.11 Explain growth and development of the young adult (18-40).

14.12 Explain growth and development of the middle adult (40-65).

14.13 Explain growth and development of the older adult (65 and older).

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.1 Identify historical influences on growth and development.

PERFORMANCE OBJECTIVE

P14.1 Given resources, maps, and guidelines, identify historical influences on growth and development. Identification should include specific details concerning the historical event or influence and should be presented in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.1 Small group presentation, acceptable rating based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology such as *infanticide*, *intrinsic*, *urban*, and *mortality*.
2. Review and discuss major events that have occurred in western society including scientific discoveries, plagues, and societal developments.
3. Identify governmental influences on growth and development during the last decade.
4. Select topics and work in small groups to develop presentations that illustrate critical events that influenced change.

RESOURCES

References: *Child and Adolescent Development*. Sarafino and Armstrong.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA		COURSE
14.	UNDERSTANDING GROWTH AND DEVELOPMENT	Practical Nursing

TASK/COMPETENCY

14.2 Examine principles of growth and development.

PERFORMANCE OBJECTIVE

P14.2 Given instructional resources, examine principles of growth and development. Examination must be made on a instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.2 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *growth, development, maturation, sequential, cephalo-caudal, proximo-distal, cognitive, affective*, and *psychomotor*.
2. Explain characteristics of growth and development including:
   - directional
   - continuous
   - maturation
   - readiness
   - developmental tasks.
3. Categorize the life stages of Western Modern Man.
4. Differentiate among cognitive, affective, and psychomotor development.
5. Explain general patterns of growth and development such as average life expectancy, average age of marriage, and mid-life crisis.
6. Identify adjustment periods of each age group.

RESOURCES

References: *Living, Human Development Through the Lifespan.* Gibson.
Pediatric Nursing, an Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.3 Summarize theories of growth and development.

PERFORMANCE OBJECTIVE

P14.3 Given instructional resources, summarize theories of growth and development. Summarization must be made on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.3 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terminology such as *theory*, *sensorimotor*, *schema*, *assimilation*, *accommodation*, *hedonistic*, *fixation*, *autonomy*, *generativity*, *extinction*, *motivation*, *research*, and *chronological*.
2. Examine Piaget's Theory of Cognitive Development.
3. Examine Kohlberg's Theory of Moral Development.
4. Summarize Freud's Psychoanalytic/Psychosexual Theory of Personality Development.
5. Describe Erikson's Theory of Psychosocial Development.
6. Compare Erikson's stages of development to Freud's.
7. Examine Sullivan's Interpersonal Theory of Personality Development.
8. Summarize Maslow's Motivational Theory of Basic Needs.
9. Examine the learning theories of classical conditioning, operant conditioning, and cognitive learning.
10. Discuss descriptive and experimental research methods; include ethical problems in human developmental research.

(continued)

RESOURCES

Audiovisuals: *Meeting the Psychosocial Needs* (software). Computerized Educational Systems.

References:
Child and Adolescent Development. Sarafino and Armstrong.
Living, Human Development Through the Lifespan. Gibson.
Nursing, A Human Needs Approach. Ellis and Nowlis.
Pediatric Nursing, an Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.4 Determine the influences of heredity and environment on growth and development.

PERFORMANCE OBJECTIVE

P14.4 Given instructional resources, determine the influences of heredity and environment on growth and development. Determination must be made on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.4 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *heredity, karyotype, polygenic traits, mitosis,* and *gender.*
2. Discuss the genetic basis of growth and development.
3. Explain prenatal environmental influences on growth and development including health of mother at conception; amount and quality of her diet; integrity of blood and blood flow; presence of infection or disease; and adequate health care.
4. Explain how an individual's gender may influence growth and development including: size and growth rate; mortality rate; expectations of parents; toys and play, and socialization.
5. Discuss ethnic differences which may influence growth and development including cultural beliefs, religious orientation, family structure, and health care beliefs.
6. Discuss how ordinal position among siblings may affect growth and development.
7. Explain how the emotional environment affects growth and development including:
    planned/wanted baby
    presence of both parents/bonding/support for primary care-giver
    education of parents
    coping abilities/temperament of parents
    presence of love and belonging (infant's needs met fosters trust).
8. Discuss how varieties in family living such as nuclear, foster, and extended may influence growth and development.
9. Explain how community environmental factors such as climate, location, housing, and availability of social services influence growth and development.

(continued)

RESOURCES

References: *Child and Adolescent Development*. Sarafino and Armstrong.
Living, Human Development Through the Lifespan. Gibson.
Nursing, A Human Needs Approach. Ellis and Nowlis.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.5 Identify characteristics of the newborn.

PERFORMANCE OBJECTIVE

P14.5 Given instructional resources, identify characteristics of the newborn. Explanation must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.5 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *newborn, neonate, fontanel, reflexes, pediatrics, lanugo,* and *meconium.*
2. Describe physical characteristics of the normal newborn relating to all body systems.
3. Explain the APGAR Scoring System used to assess the newborn.
4. Identify the most dangerous period for the newborn.
5. Review the care of the newborn including safety and security measures.
6. Discuss the importance of preventing infection in the newborn.
7. Discuss home care of the neonate including basic equipment needs.
8. Differentiate between protective and feeding reflexes.
9. Identify emotional needs and responses of the neonate.
10. Identify nursing concerns related to recognizing parents' needs, observing maternal-infant bonding, providing appropriate nursing care, and client teaching.

RESOURCES

Audiovisuals: *Human Development: First 2 1/2 Years* (set of 4 videos). Concept Media.

References: *Child and Adolescent Development.* Sarafino and Armstrong.
Living, Human Development Through the Lifespan. Gibson.
Nursing, A Human Needs Approach. Ellis and Nowlis.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.6 Explain growth and development of the infant.

PERFORMANCE OBJECTIVE

P14.6 Given instructional resources, explain growth and development of the infant. Explanation should be presented in a written report developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C14.6 Written report, rated accepted based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *fontanel*, *reflexes*, and *immunization*.
2. Identify developmental characteristics of the normal infant.
3. Identify nursing concerns related to guidance:
    a. Wellness/Immunizations
    b. Safety
        (1) Discipline--Shaking Baby Syndrome
        (2) Positioning of infant
        (3) Crib rails
        (4) Toy safety
        (5) Child-proofing home
    c. Nutrition
        (1) Breastmilk verses formula
        (2) Introduction to solid foods
        (3) Food allergies
        (4) Teething
        (5) GI concerns--colic/constipation
    d. Activity
        (1) Play
        (2) Sleep.

RESOURCES

Audiovisuals: *Human Growth: The First 2 1/2 Years* (set of 4 videos). Concept Media.

References: *Nursing Care of Infants and Children*. Whaley and Wong.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.7 Explain growth and development of the toddler.

PERFORMANCE OBJECTIVE

P14.7 Given resources, explain growth and development of the toddler. Performance must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.7 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *ritualism, egocentric,* and *ambivalence.*
2. Identify developmental characteristics of the normal toddler including general physical development, developmental characteristics, and theories of toddler age development.
3. Describe nursing concerns related to the following:
   a. Wellness (immunizations, dental health)
   b. Safety (toys, seat belts, child proofing home, first aid measures)
   c. Nutrition
   d. Guidance.

RESOURCES

Audiovisuals: *"Toddlerhood/Early Childhood"* Unit E of *The Developing Child* (video). Magna Systems.

References: *Nursing Care of Infants and Children.* Whaley and Wong.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.8 Explain growth and development of the preschooler (3-5).

PERFORMANCE OBJECTIVE

P14.8 Given instructional resources, explain growth and development of the pre-schooler (3-5). Performance must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.8 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology including *animism*, *centering*, *parallel play*, and *play therapy*.
2. Identify physical developmental characteristics of the normal preschooler.
3. Discuss developmental characteristics identified by Piaget, Erickson, Sullivan, and others.
4. Explain nursing concerns related to immunization schedules, nutrition, and safety.
5. Identify guidance techniques related to preschool preparation, discipline, bedwetting/enuresis, and other issues.

RESOURCES

References: *Nursing Care of Infants and Children*. Whaley and Wong.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.9 Explain growth and development of the school-aged child (6-12).

PERFORMANCE OBJECTIVE

P14.9 Given instructional resources, explain growth and development of the school-aged child (6-12). Performance must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.9 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *gender identity, latency*, and *puberty*.
2. Identify physical developmental characteristics of the normal school-age child (6-12).
3. Discuss theories of Piaget, Erickson, Freud, Khobert, and Sullivan related to school-age child development.
4. Discuss developmental characteristics of the six year-old such as increase in dexterity, interest in painting and drawing, increased socialization.
5. Discuss developmental characteristics of the seven year-old including telling time, reading, brushing and combing hair, and interest in helping with chores.
6. Discuss developmental characteristics of the eight and nine year-old such as doing chores, knowing days of week, using tools, and becoming critical of self.
7. Discuss developmental characteristics of the ten-, eleven-, and twelve-year old, including interest in reading and writing, showing affection, importance of friends.
8. Describe nursing concerns related to the following:
    a. Wellness (dental health, health education, physical fitness)
    b. Safety (latchkey children, motor vehicles, first aid)
    c. Nutrition (increased demand to meet high energy needs)
    d. Guidance (entering school, sex education, fears, discipline).

(continued)

RESOURCES

References: *Nursing Care of Infants and Children*. Whaley and Wong.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.10 Explain growth and development of the adolescent (13-18).

PERFORMANCE OBJECTIVE

P14.10 Given instructional resources, explain growth and development of the adolescent (13-18). Performance must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.10 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology including *menarche, conceptualization, adolescence,* and *puberty.*
2. Identify physical developmental characteristics of the normal adolescent.
3. Describe theories of adolescent development.
4. Discuss developmental characteristics of early adolescence, middle adolescence, and late adolescence.
5. Describe nursing concerns related to the following:
    a. Wellness (dental health, acne, reproductive system evaluations, STD's, contraception, pregnancy, drugs, and alcohol.)
    b. Safety (motor vehicle, sports)
    c. Nutrition
    d. Guidance (sexuality conflicts; career planning; activities, exercise, and rest; and depression).

RESOURCES

References: *Nursing Care of Infants and Children.* Whaley and Wong.
Pediatric Nursing, An Introductory Text. Thompson and Ashwill.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.11 Explain growth and development of the young adult (18-40).

PERFORMANCE OBJECTIVE

P14.11 Given instructional resources, explain growth and development of the young adult. Performance must be rated acceptable on a instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.11 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *maturity, intimacy,* and *marriage.*
2. Identify characteristics of the normal adult between the ages of 18-25.
3. Identify characteristics of the normal adult between the ages of 26-40 .
4. Compare body image to self concepts.
5. Compare lifestyles of both age groups.
6. Examine the impact of social class, economic stability, and ethnic and racial variation on the American family.
7. Identify nursing concerns:
    a. safety
    b. nutrition
    c. wellness
    d. family roles
    e. maladaptive behaviors.
8. Identify major health concerns of the young adult including appendicitis, mononucleosis, viral hepatitis, and sexually transmitted diseases.

RESOURCES

References: *Living, Human Development Through The Life-Span.* Gibson.
Medical-Surgical Nursing: A Nursing Process Approach. Long and Phipps.
Nursing, A Human Needs Approach. Ellis and Nowlis.
Ourselves, Growing Older: Women Aging with Knowledge and Power. Doress and others.
Passages: Predictable Crises of Adult Life. Sheehy.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.12 Explain growth and development of the middle adult (40-65).

PERFORMANCE OBJECTIVE

P14.12 Given instructional resources, explain growth and development of the middle adult (40-65). Performance must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.12 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *climacteric*, *middlescence*, *activity*, *menopause*, and *"empty nest" syndrome*.
2. Identify physical, mental, and social characteristics of the middle-aged adult.
3. Discuss the psychosocial impact of role transition on the middle-aged adult.
4. Identify health promotion needs including nutritional requirements, rest and exercise, physical examinations, and screening tests.
5. Compare various life events on a stress index.

RESOURCES

References: *Living, Human Development Through The Life-Span*. Gibson.
Medical-Surgical Nursing: A Nursing Process Approach. Long and Phipps.
Nursing, A Human Needs Approach. Ellis and Nowlis.
Ourselves, Growing Older: Women Aging with Knowledge and Power. Doress and others.
Passages: Predictable Crises of Adult Life. Sheehy.

DUTY AREA

14. UNDERSTANDING GROWTH AND DEVELOPMENT

COURSE

Practical Nursing

TASK/COMPETENCY

14.13 Explain growth and development of the older adult (65 and older).

PERFORMANCE OBJECTIVE

P14.13 Given instructional resources, explain growth and development of the older adult (65 and older). Performance must be rated acceptable on an instructor-prepared test in accordance with program standards.

CRITERION-REFERENCED MEASURE

C14.13 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define selected terminology: *gerontology, dignity, legacy, senescence, ego integrity,* and *fixed income*.

2. Discuss variables of aging including biological age, psychological age, and sociological age.

3. Differentiate among theories of aging.

4. Describe the influences of the following on aging: nutrition, stress, pollution, trauma, intoxicants, vocation, and heredity.

5. Summarize general characteristics common to the older adult.

6. Identify major adjustment periods of aging such as retirement, death of a spouse, and major illness.

7. Describe safety and security needs of the older adult such as access to community services, adequate lighting, and non-slip surfaces.

RESOURCES

References: *Living, Human Development Through The Life-Span.* Gibson.
Medical-Surgical Nursing: A Nursing Process Approach. Long and Phipps.
Nursing, A Human Needs Approach. Ellis and Nowlis.
Passages: Predictable Crises of Adult Life. Sheehy.

DUTY AREA

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

TASKS/COMPETENCIES

15.1 Describe trends in the area of mental health.

15.2 Describe legal aspects of psychiatric care.

15.3 Explain concepts of normal personality development.

15.4 Identify behavioral responses to stress.

15.5 Apply psychotherapeutic interpersonal techniques.

15.6 Apply the nursing process in caring for a client with psychiatric disorder.

15.7 Identify current treatment modalities for psychopathologies.

DUTY AREA		COURSE
15.	PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER	Practical Nursing

TASK/COMPETENCY

15.1 Describe trends in the area of mental health.

PERFORMANCE OBJECTIVE

15.1 Given instructional resources and a list of topics, describe trends in the area of mental health. Description should be made in the form of an oral or written report presented in accordance with guidelines provided by the instructor.

CRITERION-REFERENCED MEASURE

C15.1 Oral or written report, all components specified in instructor's guidelines rated satisfactory

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define basic terms related to psychiatric nursing, such as *psychology*, *psychiatry*, *insanity*, and *adaptive/maladaptive behavior*.
2. Outline historical changes in the care of the mentally ill.
3. Compare concepts of mental wellness and mental illness.
4. Assess personal perceptions, values, and beliefs regarding attitudes toward mental illness.
5. Explain the role of the LPN and other members of the health care team in the mental health-illness continuum.
6. List settings in which psychiatric care is given.
7. Assess community resources for psychiatric services.
8. Survey state and national resources available for a client with a psychiatric disorder.

RESOURCES

Audiovisuals: "Dynamics of Treatment Planning." *Psychiatric Intervention and Care* (video). Concept Media.

References: *Basic Psychiatric Nursing*. Irving.
Essentials of Mental Health. Bauer and Hill.
Mental Health and Mental Illness. Barry.
Mental Health and Psychiatric Nursing. Benner.
Principles and Practices of Psychiatric Nursing. Stuart and Sundeen.

DUTY AREA

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

COURSE

Practical Nursing

TASK/COMPETENCY

15.2 Describe legal aspects of psychiatric care.

PERFORMANCE OBJECTIVE

P15.2 Given instructional resources, legal definitions, and hypothetical case situations, describe legal aspects of psychiatric care by explaining legal considerations presented in the case situations.

CRITERION-REFERENCED MEASURE

C15.2 Case studies, acceptable or above rating based on program standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the legal rights of mentally ill clients.
2. Compare voluntary and involuntary admission to a psychiatric institution.
3. Differentiate between conditional and unconditional discharge from a psychiatric institution.
4. Discuss the legal and ethical implementation of drug diversion by health team members.
5. Invite a legal specialist to speak to class about legal rights of the mentally ill.
6. Identify federal legislation instrumental in improving the care of the mentally ill.

RESOURCES

References: *Basic Psychiatric Nursing*. Irving.
Mental Health and Mental Ilness. Barry.
Principles and Practices of Psychiatric Nursing. Stuart and Sundeen.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

COURSE

Practical Nursing

TASK/COMPETENCY

15.3 Explain concepts of personality development.

PERFORMANCE OBJECTIVE

P15.3 Given information about a hypothetical individual, explain the ideal development of his/her personality. Explanation should be made in the form of a written plan developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.3 Written plan, rated acceptable based on criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss the interaction of heredity and environment in personality development.
2. Compare and contrast theories of Erikson, Freud, Skinner, Rogers, and others.
3. Describe stages of personality development.
4. List tasks of personality development.
5. Explain concepts of the three levels of consciousness: conscious, subconscious, and unconscious.
6. Discuss the functions of the three structures of the personality: id, ego, and super ego.

RESOURCES

Audiovisuals: *"Emotional/Social Development," Human Development: First 2 1/2 Years* (video). Concept Media.

References: *Basic Psychiatric Nursing*. Irving.
Mental Health and Mental Illness. Barry.
Principles and Practices of Psychiatric Nursing. Stuart and Sundeen.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

COURSE

Practical Nursing

TASK/COMPETENCY

15.4 Identify behavioral responses to stress.

PERFORMANCE OBJECTIVE

P15.4 Given laboratory and clinical experiences, instructional resources, and instructor-developed case studies, identify behavioral responses to stress. Identification should include specific responses expressed in medical terminology and should include a justification for the response identified.

CRITERION-REFERENCED MEASURE

C15.4 Instructor-prepared case studies, acceptable or above rating based on program standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *stress*, *distress*, *eustress*. and other terms.
2. Explain concepts of stress.
3. Compare anxiety and fear.
4. Discuss the etiology of anxiety.
5. List adaptive and maladaptive mechanisms for reducing anxiety.
6. Discuss manifestations and nursing interactions related to each of the following responses to stress:
    a. anxiety
    b. withdrawal
    c. aggression
    d. depression
    e. projection
    f. physical disability
    g. ritualistic behavior.
7. Explain the importance of stress management for the health care worker.

RESOURCES

Audiovisuals: *Anxiety Disorders, Parts I and II* (videos). Concept Media.
Psychiatric Intervention and Care (set of 3 videos). Concept Media.
Treating Phobias (video). Films for the Humanities.

References: *Basic Psychiatric Nursing*. Irving.
Mental Health and Mental Illness. Barry.
Mental Health and Psychiatric Nursing. Benner.
Principles and Practices of Psychiatric Nursing. Stuart and Sundeen.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA		COURSE
15.	PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER	Practical Nursing

TASK/COMPETENCY

15.5 Apply psychotherapeutic interpersonal techniques.

PERFORMANCE OBJECTIVE

P15.5 Given instructional resources and a role-play situation, apply psychotherapeutic interpersonal techniques. Application should be demonstrated through role-play activities in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C15.5 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Review therapeutic nurse-client communication techniques.
2. Describe principles of therapeutic intervention.
3. Discuss phases of the nurse-client therapeutic relationship.
4. Review interviewing techniques.
5. Demonstrate effective therapeutic communication skills.
6. Evaluate interaction with client.

RESOURCES

Audiovisuals: *Nurse-Patient Interaction* (set of 3 videos). Concept Media.

References: *Basic Psychiatric Nursing*. Irving.
Mental Health and Mental Illness. Barry.
Principles and Practices of Psychiatric Nursing. Stuart and Sundeen.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

COURSE

Practical Nursing

TASK/COMPETENCY

15.6 Apply the nursing process in caring for a client with a psychiatric disorder.

PERFORMANCE OBJECTIVE

P15.6 Given instructional resources, classroom discussion and demonstration, and laboratory or clinical assignments, apply the nursing process in caring for a client with a psychiatric disorder. Nursing process must be incorporated and provision of care made in accordance with standards of nursing practice.

CRITERION-REFERENCED MEASURE

C15.6 Clinical evaluation forms, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *thought disorder, mood disorder, anxiety disorder, substance abuse disorder*, and other terms.
2. Differentiate among *adaptive, maladaptive*, and *psychotic* behavior.
3. Explain the classifications of psychiatric disorders.
4. Discuss common psychiatric pathologies in terms of etiology, diagnosis, signs and symptoms, nursing implications, and treatment.
5. Prepare a plan of care to meet the holistic needs of a client with a mental health disorders.
6. Maintain a safe environment for clients.

RESOURCES

Audiovisuals: *Care of the Client with Borderline Personality Disorder* (software). Computerized Educational Systems.
Care of the Suicidal Client (software). Computerized Educational Systems.
Psychopathologies: Descriptions and Interventions (set of 9 videos). Concept Media.
Schizophrenia (filmstrip.) Medcom/Trainex.

References: *Basic Psychiatric Nursing*. Irving.
Mental Health and Mental Illness. Barry.
Mental Health and Psychiatric Nursing. Benner.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

15. PROVIDING NURSING CARE FOR A CLIENT WITH A PSYCHIATRIC DISORDER

COURSE

Practical Nursing

TASK/COMPETENCY

15.7 Identify current treatment modalities for psychopathologies.

PERFORMANCE OBJECTIVE

P15.7 Given instructional material, observation, and case studies, identify current treatment modalities for psychopathologies. Identification should include safety precautions, pharmacologic considerations, and use of specific medical terminology.

CRITERION-REFERENCED MEASURE

C15.7 Instructor-provided test, average or above rating according to program standards

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Summarize the characteristics of a therapeutic milieu.
2. Identify three ways by which group therapy benefits clients.
3. Compare concepts of psychoanalytic therapy with those of behavioral therapy.
4. Explain the use of pharmacologic agents.
5. Summarize the extra pyramidal side effects of antipsychotic drugs.
6. Demonstrate steps in ensuring a safe, protective environment.
7. Explain the family systems theory as it relates to the wellness-illness continuum.
8. Explain the use of community resources when interacting with clients and families in crisis.

RESOURCES

Audiovisuals: *Psychiatric Intervention and Care* (set of 3 videos). Concept Media.

References: *Abnormal Psychology and Modern Life*. Carson and others.
Basic Psychiatric Nursing. Irving.
Mental Health and Mental Illness. Barry.
Mental Health and Psychiatric Nursing. Benner.
Principles and Practices of Psychiatric Nursing. Stuart and Sundeen.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

16. EXPLORING CONCEPTS OF DEATH AND DYING

TASKS/COMPETENCIES

16.1 Describe the stages of death and dying.

16.2 Identify the major fears of the dying client.

16.3 Identify signs and symptoms of approaching death.

16.4 Describe the grieving process.

16.5 Identify the nurse's responsibilities associated with the death of a client.

DUTY AREA

16. EXPLORING CONCEPTS OF DEATH AND DYING

COURSE

Practical Nursing

TASK/COMPETENCY

16.1 Describe the stages the of death and dying.

PERFORMANCE OBJECTIVE

P16.1 Given observation, classroom instruction, and case studies, describe the stages of death and dying. Description should include characteristic behavior of each stage and practical suggestions for nursing care appropriate for the situation.

CRITERION-REFERENCED MEASURE

C16.1 Case studies, rated acceptable according to criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define and discuss *bereavement, autopsy, postmortem*, and *death*.
2. Describe the Kubler-Ross theory of death and dying.
3. Identify other theories of death and dying.
4. Prepare a written analysis of personal feelings related to death and dying.
5. Discuss the impact of personal and religious beliefs on death and dying.
6. Discuss the concept of hope.
7. Describe characteristics associated with each stage of death and dying.
8. Outline ways the sequence of the stages of dying may vary.

RESOURCES

Audiovisuals: *Death and Dying: Closing the Circle* (filmstrip). Opportunities for Learning.
Death and Dying: A Conversation with Elisabeth Kubler-Ross (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

16. EXPLORING CONCEPTS OF DEATH AND DYING

COURSE

Practical Nursing

TASK/COMPETENCY

16.2 Identify the major fears of the dying client.

PERFORMANCE OBJECTIVE

P16.2 Given resources, a list of suggested topics, and instructor's guidelines, identify the major fears of the dying client. Identification should be complete as specified in instructor's guidelines.

CRITERION-REFERENCED MEASURE

C16.2 Panel discussion, rated acceptable according to criteria provided in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *pain* and *debilitation*.
2. Identify the psychological and physiological fears of pain.
3. Discuss fears of loneliness and abandonment.
4. Discuss the fear of meaninglessness.
5. Research various fears of dying and present panel discussions explaining the results of this research.

RESOURCES

Audiovisuals: *Quality of Time: An Introduction to Hospice* (video). Concept Media.

References: *Foundations of Nursing*. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA		COURSE
16.	EXPLORING CONCEPTS OF DEATH AND DYING	Practical Nursing

TASK/COMPETENCY

16.3 Identify signs and symptoms of approaching death.

PERFORMANCE OBJECTIVE

P16.3 Given charts, photographs, handout material, and classroom discussion, identify signs and symptoms of approaching death.

CRITERION-REFERENCED MEASURE

C16.3 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terms including *biological, death rattle,* and *Kussmaul's electrocerebral silence.*
2. Describe physical signs of approaching death including loss of muscle tone, breathing difficulty, circulatory failure, and loss of senses.
3. Explain nursing interventions for the client approaching death, including comfort measures and communication techniques.

RESOURCES

Audiovisuals: *Death and Dying: A Professional Approach* (video). Medcom/Trainex.

References: *Foundations of Nursing.* Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

16. EXPLORING CONCEPTS OF DEATH AND DYING

COURSE

Practical Nursing

TASK/COMPETENCY

16.4 Describe the grieving process.

PERFORMANCE OBJECTIVE

P16.4 Given observation opportunities, clinical experience, or video tapes, describe the grieving process by developing a written report based on observation, clinical experience, or the videotape.

CRITERION-REFERENCED MEASURE

C16.4 Written report, rated acceptable based on criterion specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define terms such as *anticipatory grief* and *abnormal grief.*
2. Discuss client reactions to the impending losses associated with dying.
3. Explain the manifestations of grief and bereavement in significant others.
4. Research and report on sociocultural aspects of grieving.

RESOURCES

Audiovisuals: *Death: A Natural Part of Living* (filmstrip). Opportunities for Learning.
Death and Dying: The Grieving Process (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA		COURSE
16.	EXPLORING CONCEPTS OF DEATH AND DYING	Practical Nursing

TASK/COMPETENCY

16.5 Identify the nurse's responsibilities associated with the death of a client.

PERFORMANCE OBJECTIVE

P16.5 Given resources and classroom instruction, identify the nurse's responsibilities associated with the death of a client.

CRITERION-REFERENCED MEASURE

C16.5 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *hospice*, *respite*, and *DNR*.
2. Research agencies that provide assistance to the terminally ill.
3. Discuss the importance of the nurse to the family of the dying client.
4. Explain advance directive aspects associated with death including living wills, organ donation, coroner's case, and death certificates.
5. Demonstrate postmortem care.

RESOURCES

Audiovisuals: *Death and Dying: Hospice Concept* (video). Medcom/Trainex.

References: *Foundations of Nursing*. Christensen and Kockrow.
Textbook of Basic Nursing. Rosdahl.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

TASKS/COMPETENCIES

17.1 Describe the nature of body fluids.

17.2 Identify the processes involved in fluid and electrolyte movement.

17.3 Explain the role of specific electrolytes in maintaining homeostasis.

17.4 Describe the major types of acid-base imbalances.

17.5 Maintain intravenous therapy.

17.6 Monitor intake and output.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

COURSE

Practical Nursing

TASK/COMPETENCY

17.1 Describe the nature of body fluids.

PERFORMANCE OBJECTIVE

P17.1 Given instructional resources, describe the nature of body fluids.

CRITERION-REFERENCED MEASURE

C17.1 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *interstitial fluid*, *intravascular fluid*, and *homeostasis*.
2. Identify components of body fluids.
3. Compare the percent of body water in an infant and adult.
4. Identify the location of fluids in the body.
5. Describe normal processes of fluid retention and loss.

RESOURCES

Audiovisuals: *Body Fluids* (set of 2 videos). Concept Media.

References: *Fluid and Electrolyte Balance: Nursing Considerations*. Metheney.
Introductory Medical-Surgical Nursing. Scherer.
Textbook of Medical-Surgical Nursing. Brunner.
Total Patient Care. Hood and Dincher.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

COURSE

Practical Nursing

TASK/COMPETENCY

17.2 Identify the processes involved in fluid and electrolyte movement.

PERFORMANCE OBJECTIVE

P17.2 Given instructional resources, identify the processes involved in fluid and electrolyte movement.

CRITERION-REFERENCED MEASURE

C17.2 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *hypertonic*, *isotonic*, and *hypotonic*.
2. Describe passive transport mechanisms: diffusion, osmosis, and filtration.
3. Name the energy source necessary for active transport.
4. Give examples of substances that are transported by each passive and active mechanism.

RESOURCES

Audiovisuals: *Fluid and Electrolyte CAI* (software: Apple IIe, IBM). Mosby.

References: *Fluid and Electrolyte Balance: Nursing Considerations*. Metheney.
Introductory Medical-Surgical Nursing. Scherer.
Textbook of Medical-Surgical Nursing. Brunner.
Total Patient Care. Hood and Dincher.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

COURSE

Practical Nursing

TASK/COMPETENCY

17.3 Explain the role of specific electrolytes in maintaining homeostasis.

PERFORMANCE OBJECTIVE

P17.3 Given instructional resources, discuss the role of specific electrolytes in maintaining homeostasis.

CRITERION-REFERENCED MEASURE

C17.3 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *electrolyte, cation*, and *anion*.
2. List common intracellular cations and anions and extracellular cations and anions.
3. Describe the cause and effect of deficits and excesses of: sodium, potassium, chloride, calcium, magnesium, phosphate, and bicarbonate.
4. Describe extracellular fluid volume imbalances: third space shifting, dehydration, hypervolemia, edema.

RESOURCES

Audiovisuals: *Assessing Fluids and Electrolytes* (video). Springhouse.
Potassium (software). Computerized Educational Systems.

References: *Fluid and Electrolyte Balance: Nursing Considerations*. Metheney.
Introductory Medical-Surgical Nursing. Scherer.
Textbook of Medical-Surgical Nursing. Brunner.
Total Patient Care. Hood and Dincher.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

COURSE

Practical Nursing

TASK/COMPETENCY

17.4 Describe the major types of acid-base imbalances.

PERFORMANCE OBJECTIVE

P17.4 Given instructional resources, describe the major types of acid-base imbalances.

CRITERION-REFERENCED MEASURE

C17.4 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain the inverse relationship between hydrogen ion concentration and pH level.

2. State the body activity that affects the base side of pH balance; state the body system that affects the acid side of pH balance.

3. Explain the role of blood buffers, the lungs, and the kidneys in regulating acid-base balance.

4. Identify the causes and common clinical signs and symptoms of the following:

   a. respiratory acidosis
   b. respiratory alkalosis
   c. metabolic acidosis
   d. metabolic alkalosis.

RESOURCES

Audiovisuals: *Acid/Base Balance* (set of 3 videos). Concept Media.

References: *Fluid and Electrolyte Balance: Nursing Considerations*. Metheney.
Introductory Medical-Surgical Nursing. Scherer.
Textbook of Medical-Surgical Nursing. Brunner.
Total Patient Care. Hood and Dincher.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

COURSE

Practical Nursing

TASK/COMPETENCY

17.5 Maintain intravenous therapy.

PERFORMANCE OBJECTIVE

P17.5 Given a simulated situation and IV equipment and supplies, maintain intravenous therapy. All procedures must be performed in accordance with agency policy.

CRITERION-REFERENCED MEASURE

C17.5 Instructor-prepared checklist; all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify legal aspects of intravenous therapy including aspects of the Nurse Practice Act.
2. Explain the medical purpose of intravenous replacement therapy.
3. List common types of solutions used for intravenous therapy and give the rationale for the use of each.
4. Discuss client preparation for IV therapy.
5. Calculate the infusion rate of a given amount of solution using common drop factors.
6. Describe factors that influence flow rate.
7. Describe possible complications of IV therapy and appropriate nursing response.
8. Demonstrate the following:
    a. care for a venipuncture site
    b. set up solution container and tubing
    c. change solution container
    d. change infusion tubing
    e. change peripheral IV dressing
    f. time-tape a container
    g. regulate the drip rate
    h. use an infusion pump or controller
    i. start and stop a secondary line
    j. flush peripheral IV lock
    k. discontinue an IV
    l. document.
9. Assess the client receiving IV-therapy to determine fluid balance status.

(continue)

10. Discuss modifications in infusion equipment when administering a blood transfusion.

11. Describe proper sequencing of nursing actions when monitoring a blood transfusion.

12. Describe various types of transfusion reactions and appropriate nursing responses.

RESOURCES

Audiovisuals: *Complications of IV Therapy* (software). Computerized Educational Systems.
Determining and Managing I.V. Therapy Problems (video). Springhouse.
Intravenous Calculations (software). Medcom/Trainex.
Minims, Milliliters, and Drops (software). Computerized Educational Systems.

References: *Clinical Nursing Skills*. Smith and Duell.
Fluid and Electrolyte Balance: Nursing Considerations. Metheney.
Introductory Medical-Surgical Nursing. Scherer.
Rambo's Nursing Skills for Clinical Practice. deWit.
Textbook of Medical-Surgical Nursing. Brunner.
Total Patient Care. Hood and Dincher.

DUTY AREA

17. PROMOTING FLUID AND ELECTROLYTE BALANCE

COURSE

Practical Nursing

TASK/COMPETENCY

17.6 Monitor intake and output.

PERFORMANCE OBJECTIVE

P17.6 Given containers, graduated measuring cups, and other equipment and supplies, monitor intake and output. All measurements must be accurate and be recorded correctly. All procedures must be performed in accordance with agency policy.

CRITERION-REFERENCED MEASURE

C17.6 Instructor-prepared checklist, all items rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Identify alterations in fluid balance.
2. Explain reasons for monitoring and recording intake and output.
3. Measure all sources of fluid intake.
4. Measure all sources of fluid output.
5. Identify various recording systems.
6. Record data.

RESOURCES

Audiovisuals: *Intake and Output* (video). Medcom/Trainex.

References: *Clinical Nursing Skills*. Smith and Duell.
Fluid and Electrolyte Balance: Nursing Considerations. Metheney.
Introductory Medical-Surgical Nursing. Scherer.
Textbook of Medical-Surgical Nursing. Brunner.
Total Patient Care. Hood and Dincher.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

TASKS/COMPETENCIES

18.1 Differentiate between management and leadership.

18.2 Identify major organizational frameworks for health care delivery.

18.3 Identify client care delivery systems.

18.4 Explain important concepts in leadership and management in the delivery of client care.

18.5 Describe the elements of performance appraisal.

18.6 Utilize principles of staffing and scheduling.

18.7 Identify unit coordination responsibilities of the LPN in the nurse manager role.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

COURSE

Practical Nursing

TASK/COMPETENCY

18.1 Differentiate between management and leadership.

PERFORMANCE OBJECTIVE

P18.1 Given resources, classroom discussion, and a series of case studies, differentiate between management and leadership by analyzing each case study in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C18.1 Instructor-prepared case situations, rated acceptable based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Compare leadership and management processes.
2. Identify types of formal and informal leadership.
3. Discuss characteristics of the following leadership styles: autocratic, democratic, and laissez-faire.
4. Identify attributes of effective managers and leaders.
5. Describe the functions of managers and leaders.
6. Differentiate between the role of the R.N. and the L. P. N.
7. Define the four components of management: *organizing*, *planning*, *leading*, and *evaluating*.

RESOURCES

References: *Contemporary Practical/Vocational Nursing*. Kurzen.
The Effective Nurse Leader and Manager. Douglass.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.
Professional Issues in Practical/Vocational Nursing. Harrion.
Vocational and Personal Adjustments in Practical Nursing. Becker and Fendler.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

COURSE

Practical Nursing

TASK/COMPETENCY

18.2 Identify major organizational frameworks for health care delivery.

PERFORMANCE OBJECTIVE

P18.2 Given organization charts, resources, and classroom discussion, identify major organizational frameworks for health care delivery.

CRITERION-REFERENCED MEASURE

C18.2 Instructor-prepared test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe formal and informal organizational structures of a health care agency.
2. Diagram a formal organizational chart of a health care agency including nursing component.
3. Identify roles and responsibilities of key personnel on the organizational chart.
4. Differentiate between centralized and decentralized structures.

RESOURCES

References: *The Effective Nurse Leader and Manager*. Douglass.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.
Professional Issues in Practical/Vocational Nursing. Harrion.

DUTY AREA		**COURSE**
18.	INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT	Practical Nursing

TASK/COMPETENCY

18.3 Identify client care delivery systems.

PERFORMANCE OBJECTIVE

P18.3 Given resources and instructor's guidelines, identify client care delivery systems by demonstrating a prescribed activity based on the specified system.

CRITERION-REFERENCED MEASURE

C18.3 Demonstration, rated acceptable based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Describe five types of client care delivery systems:
   a. case management
   b. functional nursing
   c. team nursing
   d. primary nursing
   e. patient-focused care.

2. Discuss the advantages and disadvantages of each system.

RESOURCES

References: *The Effective Nurse Leader and Manager*. Douglass.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.
Professional Issues in Practical/Vocational Nursing. Harrion.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

COURSE

Practical Nursing

TASK/COMPETENCY

P18.4 Explain important concepts in leadership and management in the delivery of client care.

PERFORMANCE OBJECTIVE

P18.4 Given resources and classroom discussion, explain important concepts in leadership and management in the delivery of client care.

CRITERION-REFERENCED MEASURE

C18.4 Instructor-prepared written test, average or above rating

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Explain adaptations required of managers or leaders to meet changes.
2. Discuss methods of preventing, controlling, and resolving conflict.
3. Identify the effects of group dynamics.
4. Discuss managerial communication in written, verbal, and non-verbal forms.
5. Explain the utilization of assertiveness and power.
6. Identify the impact of politics on leadership and management roles.
7. Discuss the decision-making process.
8. Identify time-management techniques.
9. Differentiate between delegation and assignment.
10. Explain the necessity of prioritizing.

RESOURCES

Audiovisuals: *Effective Staff Communication* (software). Computerized Educations Systems.
Work Management Skills (software). Computerized Educational Systems.

References: *The Effective Nurse Leader and Manager*. Douglass.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.
Professional Issues in Practical/Vocational Nursing. Harrion.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

COURSE

Practical Nursing

TASK/COMPETENCY

18.5 Describe the elements of performance appraisal.

PERFORMANCE OBJECTIVE

P18.5 Given sample appraisal forms, classroom discussion, and observation opportunities, describe the elements of performance appraisal. Description should include application of the nursing process, personal presentation, and other elements designated by the instructor.

CRITERION-REFERENCED MEASURE

C18.5 Role play, peer evaluation rated acceptable

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Discuss performance appraisal as an evaluation function of management.
2. Differentiate between objective and subjective evaluation factors.
3. Relate performance appraisal to Quality Management, such as Medicaid, Medicare, and third-party payers.
4. Discuss the legal implications in performance appraisal, including the impact of negative evaluations, the need for documentation, and the wording of written evaluations.
5. Explain grievance procedures.

RESOURCES

References: *The Effective Nurse Leader and Manager*. Douglass.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

COURSE

Practical Nursing

TASK/COMPETENCY

18.6 Utilize principles of staffing and scheduling.

PERFORMANCE OBJECTIVE

P18.6 Given instructor's guidelines and samples of schedules and staffing procedures for a 24-hour period, utilize principles of staffing and scheduling by preparing a three-month schedule in 8-hour shifts. Schedule should include number of patients and staff members.

CRITERION-REFERENCED MEASURE

C18.6 Staff schedule, rating acceptable based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Define *centralized* and *decentralized* types of staffing.
2. Identify types of work schedules for staffing.
3. Discuss the role of the nurse manager in staffing.
4. Develop a staffing pattern for a nursing unit.

RESOURCES

Audiovisuals: *Staffing Analysis* (software). Computerized Educational Systems.

References:
The Effective Nurse Leader and Manager. Douglass.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.

DUTY AREA

18. INTRODUCING TECHNIQUES OF LEADERSHIP AND MANAGEMENT

COURSE

Practical Nursing

TASK/COMPETENCY

18.7 Identify unit coordination responsibilities of the LPN in the nurse manager role.

PERFORMANCE OBJECTIVE

P18.7 Given inventory list, administrative organizational chart, and a list of community resources, identify unit coordination responsibilities of the LPN in the nurse manager role. Identification should be made in a written plan developed in accordance with instructor's guidelines.

CRITERION-REFERENCED MEASURE

C18.7 Written plan, rated acceptable based on criteria specified in instructor's guidelines

ENABLING OBJECTIVES/LEARNING ACTIVITIES

1. Classify levels of activity of individual clients.
2. Implement orders, including transcribing and validating.
3. Manage supplies and equipment; determine and implement inventory and procurement procedures.
4. Coordinate and evaluate the implementation of nursing care through all levels of administration.
5. Coordinate patient services including nursing and non-nursing responsibilities such as securing transportation, contacting social services, and coordinating dietary requirements.

RESOURCES

References: *The Effective Nurse Leader and Manager*. Douglass.
Gerontology and Leadership Skills for Nurses. Ringsven and Bond.
The Management of Patient Care. Kron and Gray.
Nursing Leadership and Management. Sullivan.

SECTION 3

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AUDIOVISUAL SUPPLIERS

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